

**New York State English As A
Second Language Achievement Test**



NYSESLAT

2015 Turnkey Training
Writing and Speaking

Updated — April 02, 2015



NYSESLAT 2015 Turnkey Training

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New York State Testing Program



NYSESLAT

2015 Turnkey Training for Writing and Speaking

March 27, 2015




Test Times by Modality: Kindergarten

The table below shows the estimated testing time. A test form will consist of either one modality (Speaking) or a combination of modalities (Listening, Reading, and Writing). The latter will all be contained in a single test booklet. The testing times given are for planning purposes only. The time allotment indicated should be adequate for most students to complete testing. However, if necessary, additional time should be allowed for a student to complete the test. Provide students with as much time as they need to complete the test while still working productively.

Session	Grade Band	Number of Items/Tasks	Total Number of Items/Tasks	Estimated Testing Time (minutes)
Speaking	K	13 questions	13	15
Listening/Reading/Writing Session 1	K	Listening: 7	17	30-35
		Reading: 6		
		Writing: 4 Short CR		
Listening/Reading/Writing Session 2	K	Listening: 6	15	30-35
		Reading: 6		
		Writing: 3 Short CR		
Listening/Reading/Writing Session 3	K	Listening: 6	15	30-35
		Reading: 6		
		Writing: 3 Short CR		

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Test Times by Modality: Grades 1–12

The table below shows the estimated testing time. A test form will consist of either one modality (Speaking) or a combination of modalities (Listening, Reading, and Writing). The latter will all be contained in a single test booklet. The testing times given are for planning purposes only. The time allotment indicated should be adequate for most students to complete testing. However, if necessary, additional time should be allowed for a student to complete the test. Provide students with as much time as they need to complete the test while still working productively.

Session	Grade Band	Number of Items/Tasks	Total Number of Items/Tasks	Estimated Testing Time (minutes)
Speaking	1–12	13 questions	13	15
Listening/Reading/Writing Session 1	1–12	Listening: 8	17	35-55
		Reading: 8		
		Writing: 1 Short CR		
Listening/Reading/Writing Session 2	1–12	Listening: 8	17	35-55
		Reading: 8		
		Writing: 1 Short CR		
Listening/Reading/Writing Session 3	1–12	Listening: 8	20	35-55
		Reading: 11		
		Writing: 1 Extended CR		

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What is the NYSESLAT?

- NYSESLAT annually assesses English language proficiency of NYS English Language Learners (ELLs) in Grades K–12
- Provides information about ELL's English language development which drives instruction aligned to:
 - The NYS Common Core Learning Standards (CCLS)
 - Bilingual Common Core Initiative (BCCI)
 - New Language Arts Progressions (NLAP)

Who and What NYSESLAT Measures

Primary Test Design Goal:

To measure student English language proficiency relative to the linguistic demands of the grade-level classroom, which then drives the provision of ELL services

To be administered in six grade bands:

K **1–2** **3–4** **5–6** **7–8** **9–12**

Administration Highlights

Similarities

- Speaking test is separate from Listening/Reading/Writing (L/R/W) test administration windows
- Still four testing sessions: One for Speaking and three for L/R/W, although L/R/W now have an integrated configuration
- Test remains untimed
- Speaking test administered individually
- L/R/W administered to groups of students
- Rubric-based scoring of Speaking and Writing

Administration Highlights

Differences

- Three L/R/W test booklets, each containing a theme-based Listening, Reading, and Writing section
- Each L/R/W booklet administered in a separate session
- A CD player is necessary for the Listening portion of each of the three L/R/W testing sessions
- Braille checklist available for all grades
- 3 student identification labels—one for each L/R/W booklet
- All test booklets to be returned to MetriTech after scoring

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How the NYSESLAT is Changing

The NYSESLAT measures the linguistic demands of grade-level Common Core instruction delivered to ELLs.

There are 5 fundamental changes or shifts:

- 1 Measures CCLS and New Language Arts Progressions
- 2 Performance levels
- 3 Integrated approach to modalities
- 4 Text complexity
- 5 Instructionally relevant academic language

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1: Measures CCLS and New Language Arts Progressions

- **New Language Arts Progressions**—analysis of CCLS showing Academic Demands vs. Linguistic Demands
- **Linguistic Demands**—the words, phrases, and forms of language that students will need to understand and use in order to participate successfully in instruction
- **Targets of Measurement (ToMs)**—information distilled from the linguistic demands and presented at a level for the four modalities of Reading, Listening, Writing, and Speaking that is necessary for the development of an assessment
- **Performance Levels**—the five levels (Entering, Emerging, Transitioning, Expanding, Commanding) at which each student is identified by the NYSESLAT to describe the student's academic English language proficiency

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NYSESLAT Foundations: PLDs

3-4	Target of Measurement	Entering (Formerly Beginning)	Emerging (Formerly Intermediate)	Transferring (Formerly High Intermediate)	Expanding (Formerly Advanced)	Commanding (Formerly Proficient)
READING GENERAL CLAIM 1: Students determine the main topic or message of a grade-level text.	TAH.R.3-4.1 Students can identify grade-appropriate words, phrases, or sentences that signal point of view, people, ideas, concepts, events, and the main topic or message in a grade-level text.	Student cannot or can identify a few grade-appropriate words or short phrases that signal point of view, people, ideas, concepts, events, and the main topic or message in a grade-level text.	Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal point of view, people, ideas, concepts, events, and the main topic or message in a grade-level text.	Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal point of view, people, ideas, concepts, events, and the main topic or message in a grade-level text.	Student can identify most grade-appropriate simple and some complex sentences that signal point of view, people, ideas, concepts, events, and the main topic or message in a grade-level text.	Student can identify most grade-appropriate complex sentences that signal point of view, people, ideas, concepts, events, and the main topic or message in a grade-level text.
	TAH.R.3-4.2 Students can identify grade-appropriate words, phrases, or sentences that signal or convey key elements, sequence, connections, relationships, and point of view in a grade-level text.	Student cannot or can identify a few grade-appropriate words or short phrases that signal or convey key elements, sequence, connections, relationships, and point of view in a grade-level text.	Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal or convey key elements, sequence, connections, relationships, and point of view in a grade-level text.	Student can identify most grade-appropriate phrases and simple sentences that signal or convey key elements, sequence, connections, relationships, and point of view in a grade-level text.	Student can identify most grade-appropriate simple and some complex sentences that signal or convey key elements, sequence, connections, relationships, and point of view in a grade-level text.	Student can identify most grade-appropriate complex sentences that signal or convey key elements, sequence, connections, relationships, and point of view in a grade-level text.

3: Integrated Approach to Modalities

- Students integrate their listening, reading, writing, and speaking abilities in the classroom
- Organized themes and topics underlie the NYSESLAT Listening and Reading passages, the Writing prompts that are grounded in the Reading passages, and the Speaking stimuli
- The NYSESLAT provides a cohesive assessment experience similar to the instructional experience found in a well-developed unit of study
- The NYSESLAT is designed to measure the language that is embedded in content rather than the content itself

4: Text Complexity

- The Common Core Learning Standards require students to engage with text of grade-level complexity in order to effectively prepare students to be on track for college and successful careers
- The Spring 2015 NYSESLAT focuses on aspects of instruction that students encounter in content-area classrooms, with close attention paid to text complexity, thus reflecting the CCLS requirements

5: Instructionally Relevant Academic Language

- NYSESLAT test questions reflect content-area classroom activities
 - ◊ Questions are firmly based in academics as opposed to personal experience or background
- Due to the constructs being measured—and in alignment with the purpose of the exam—the questions focus on the language and language structures that support the content as opposed to the content itself

Summary

- Details regarding Spring 2015 NYSESLAT will be found in:
 - ◊ School Administrator's Manual (SAM)
 - ◊ Directions for Administration (DFA)
- Materials will also be available on the EngageNY website:
www.engageny.org/resource/spring-2015-NYSESLAT-resources

Application of the Holistic Writing Rubrics

- The score assigned is the overall proficiency level of the language in the written response.
 - ◊ Best describes the entire response
 - ◊ Reflects the descriptors of the writing dimensions that best define the response
- Become familiar with the prompt
- Become familiar with the rubric associated with the prompt
- Read the response to the prompt
 - ◊ Focus on the linguistic make-up of the response: the words, phrases, and sentences used by the student. The content of the response is not scored
- Consider the five Writing dimensions as they apply to the response
- Score the response based on the best proficiency level for the majority of the dimensions

Kindergarten: Letter Writing Rubric

This type of constructed-response question (for Kindergarten only) requires the student to write the letter dictated by the examiner

Score Point 0

Letter forming: Student does not produce letters accurately.

Legibility: Student production of letters is not recognizable.

Score Point 1

Letter forming: Student produces letters accurately.

Legibility: Student production of single letters is recognizable as the correct letter.

Kindergarten: Letter Writing



SAY Now you will write a letter.

Write the letter h as in hat on the blank line.

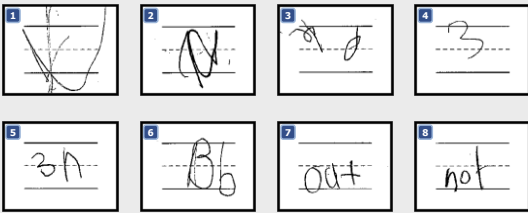
Pause. Give the students time to write the letter h.

Kindergarten: Letter Writing

Score Point 0

Letter forming: Student does not produce letters accurately.

Legibility: Student production of letters is not recognizable.

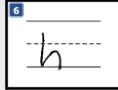
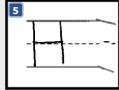
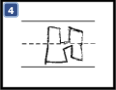
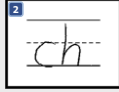
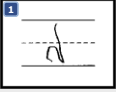


Kindergarten: Letter Writing

Score Point 1

Letter forming: Student produces letters accurately.

Legibility: Student production of single letters is recognizable as the correct letter.



Kindergarten: Word Copying Rubric

This type of constructed-response item requires students to copy and correctly spell the word they see in their test book.

Score Point 0

Letter forming: Student cannot produce letters accurately.

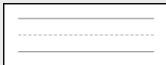
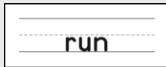
Accuracy: Student cannot produce sight words or commonly spelled words with short vowel sounds.

Score Point 1

Letter forming: Student can produce letters accurately.

Accuracy: Student can produce sight words and commonly spelled words with short vowel sounds.

Kindergarten: Word Copying



SAY Now you will copy a word.

This is the word **run**.

Copy the word **run** on the blank line.

Pause. Give the students time to copy the word **run**.

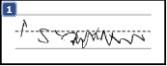
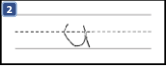
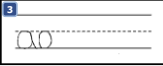
Kindergarten: Word Copying

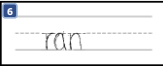
Score Point 0

Letter forming: Student cannot produce letters accurately.

Accuracy: Student cannot produce sight words or commonly spelled words with short vowel sounds.

run

1  2  3 

4  5  6 

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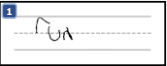
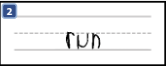
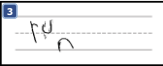
Kindergarten: Word Copying

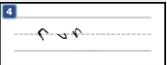
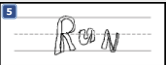
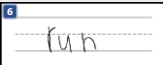
Score Point 1

Letter forming: Student can produce letters accurately.

Accuracy: Student can produce sight words and commonly spelled words with short vowel sounds.

run

1  2  3 

4  5  6 

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Kindergarten: Sentence Writing Rubric

Score Point 0

Letter forming: Student cannot produce letters accurately.

Words: Student cannot differentiate letters and words.

Accuracy: Student can produce some or no sight words or commonly spelled words with short vowel sounds.

Score Point 1

Letter forming: Student can produce some letters accurately.

Words: Student can sometimes separate words with spaces and may not produce words in the correct sequence.

Accuracy: Students can often produce sight words and some commonly spelled words with short vowel sounds.

Score Point 2

Letter forming: Student can produce letters accurately.

Words: Student can often separate words with spaces and produce words in the correct sequence.

Accuracy: Student can often produce sight words and commonly spelled words with short vowel sounds.

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Kindergarten: Sentence Writing

Blank writing lines for sentence practice.

Blank writing lines for sentence practice.

SAY Now you will write a sentence.

We will play.

Write the sentence **We will play** on the blank lines.

Pause. Give the students time to write the sentence **We will play**.

Blank writing lines for sentence practice.

Kindergarten: Sentence Writing

Score Point 0

Letter forming: Student cannot produce letters accurately.

Words: Student cannot differentiate letters and words.

Accuracy: Student can produce some or no sight words or commonly spelled words with short vowel sounds.

1. Handwritten scribbles on writing lines.

2. Handwritten scribbles on writing lines.

Blank writing lines for sentence practice.

Kindergarten: Sentence Writing

Score Point 0

Letter forming: Student cannot produce letters accurately.

Words: Student cannot differentiate letters and words.

Accuracy: Student can produce some or no sight words or commonly spelled words with short vowel sounds.

3. Handwritten scribbles on writing lines.

4. Handwritten scribbles on writing lines.

Blank writing lines for sentence practice.

Kindergarten: Sentence Writing

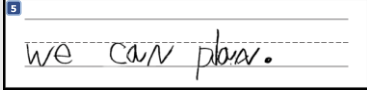
Score Point 0

Letter forming: Student cannot produce letters accurately.

Words: Student cannot differentiate letters and words.

Accuracy: Student can produce some or no sight words or commonly spelled words with short vowel sounds.

5



6



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Kindergarten: Sentence Writing

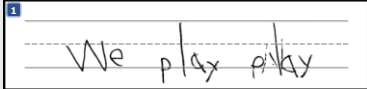
Score Point 1

Letter forming: Student can produce some letters accurately.

Words: Student can sometimes separate words with spaces and may not produce words in the correct sequence.

Accuracy: Students can often produce sight words and some commonly spelled words with short vowel sounds.

1



2



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Kindergarten: Sentence Writing

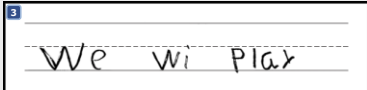
Score Point 1

Letter forming: Student can produce some letters accurately.

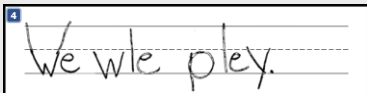
Words: Student can sometimes separate words with spaces and may not produce words in the correct sequence.

Accuracy: Students can often produce sight words and some commonly spelled words with short vowel sounds.

3



4



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Kindergarten: Sentence Writing

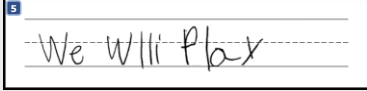
Score Point 1

Letter forming: Student can produce some letters accurately.

Words: Student can sometimes separate words with spaces and may not produce words in the correct sequence.

Accuracy: Students can often produce sight words and some commonly spelled words with short vowel sounds.

5



We Will Play

6



We will Play.

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Kindergarten: Sentence Writing

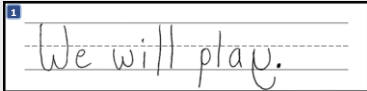
Score Point 2

Letter forming: Student can produce letters accurately.

Words: Student can often separate words with spaces and produce words in the correct sequence.

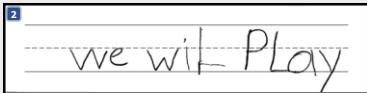
Accuracy: Student can often produce sight words and commonly spelled words with short vowel sounds.

1



We will play.

2



we will Play

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Kindergarten: Sentence Writing

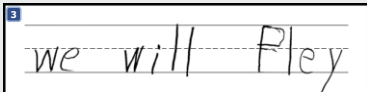
Score Point 2

Letter forming: Student can produce letters accurately.

Words: Student can often separate words with spaces and produce words in the correct sequence.

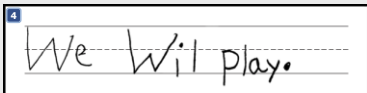
Accuracy: Student can often produce sight words and commonly spelled words with short vowel sounds.

3



we will Fley

4



We Wil play.

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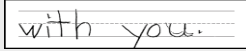
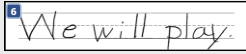
Kindergarten: Sentence Writing

Score Point 2

Letter forming: Student can produce letters accurately.

Words: Student can often separate words with spaces and produce words in the correct sequence.

Accuracy: Student can often produce sight words and commonly spelled words with short vowel sounds.



Kindergarten: SCR Rubric

Level	Description
Entering 0	Complexity/Quality of Language: Response contains zero or few words in non-English to respond to the prompt. Coherence of Response: Response includes zero or few words in non-English or no drawings to provide descriptions and events to develop a story or write about a topic. Mechanics: Response may contain errors that totally obscure meaning.
Emerging 1	Complexity/Quality of Language: Response contains mostly words, short phrases, and occasionally simple sentences. Coherence of Response: Response includes only drawings, OR word(s) and phrases and drawing(s), OR only words and phrases to minimally provide descriptions and events to develop a story or write about a topic. Mechanics: Response may have frequent errors that obscure meaning.
Transitioning 2	Complexity/Quality of Language: Response contains mostly short phrases and simple sentences. Coherence of Response: Response includes only very detailed drawing(s), OR phrases and sentences and drawings, OR only phrases and sentences to somewhat provide descriptions and events to develop a story or write about a topic. Mechanics: Response may have occasional errors that obscure meaning.
Expanding 3	Complexity/Quality of Language: Response contains mostly simple sentences. Coherence of Response: Response includes drawing(s) and a string of phrases and sentences, OR only a string of phrases and sentences to partially provide descriptions and events to develop a story or write about a topic. Mechanics: Response rarely contains errors that obscure meaning.
Commanding 4	Complexity/Quality of Language: Response contains simple and occasionally grade-appropriate compound sentences. Coherence of Response: Response includes drawing(s) and a string of phrases and sentences, OR only a string of phrases and sentences to provide descriptions and events to develop a story or write about a topic. Mechanics: Response has few or no errors that obscure meaning.

Kindergarten: SCR Scoring Notes

2015 NYSESLAT Writing – Scoring Notes

Writing – Grade K SCR Notes / Explanatory Footnotes to the Rubric					
Dimension	Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity/Quality of Language	Blank, no response Language other than English Repetitive Intelligible Response	Response contains mostly words, short phrases, and occasionally simple sentences.	Response contains mostly short phrases and simple sentences	Response contains mostly simple sentences	Response contains simple sentences and occasionally grade-appropriate compound sentences; response may be an complete sentence, although this is not expected for Kindergarten.
Coherence of Response	Response includes zero or a few words in non-English or no drawings to provide descriptions and events to develop a story or write about a topic	Response includes only drawings (OR word(s) and phrases and drawing(s), OR only words and phrases to minimally provide descriptions and events to develop a story or write about a topic.	Response includes only very detailed drawing(s), OR phrases and sentences and drawings, OR only a string of phrases and sentences to somewhat provide descriptions and events to develop a story or write about a topic.	Response includes drawing(s) and a string of phrases and sentences, OR only a string of phrases and sentences to partially provide descriptions and events to develop a story or write about a topic.	Response includes drawing(s) and a string of phrases and sentences, OR only a string of phrases and sentences to provide descriptions and events to develop a story or write about a topic.
Mechanics	Response may contain errors that totally obscure meaning.	May use grade-appropriate capitalization and punctuation correctly. May or may not use appropriate capitalization and punctuation. Response may have frequent errors that obscure meaning.	May use grade-appropriate capitalization and punctuation correctly. May or may not use appropriate capitalization and punctuation. Response rarely contains errors that obscure meaning.	May use grade-appropriate capitalization and punctuation correctly. May or may not use appropriate capitalization and punctuation. Response rarely contains errors that obscure meaning.	May use grade-appropriate capitalization and punctuation correctly. May or may not use appropriate capitalization and punctuation. Response has few or no errors that obscure meaning.

Note: Responses that are completely irrelevant to the prompt can be scored no higher than a 1.

Kindergarten: Short Constructed Response

Now I will read the story called "Dr. Seuss" again. Then you will write some sentences.



Theodor Geisel wrote books. He used the name Dr. Seuss when he wrote his books. His stories usually had an important message.

Dr. Seuss also liked to draw all of the pictures in his books. He drew many different types of animals. He also drew funny creatures. His books are colorful.

Dr. Seuss wrote almost 50 children's books. Many children know about his "Cat in the Hat" books. People all over the world read his books.

Dr. Seuss was a famous author who wrote children's books. What is your favorite book to read? Write and draw to tell about this book.

Pause. Give the students time to finish writing and drawing.

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Kindergarten: Short Constructed Response

Score Point 0

- ◇ Response contains 0 words or drawings to respond to the prompt

Please see your binder for a full rubric

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Kindergarten: Short Constructed Response

Score Point 0

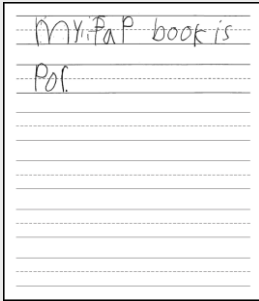
- ◇ Response contains 0 words or drawings to respond to the prompt

Please see your binder for a full rubric

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Kindergarten: Short Constructed Response



Score Point 1

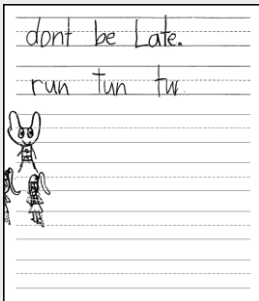
- ◇ Response contains simple sentence
- ◇ Response contains frequent errors that obscure meaning.

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43

Kindergarten: Short Constructed Response



Score Point 1

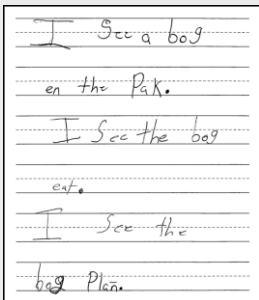
- ◇ Response contains simple sentence to minimally provide descriptions
- ◇ Response contains relevant or related drawing
- ◇ Response contains frequent errors that obscure meaning
- ◇ May or may not use appropriate capitalization and punctuation

Please see your binder for a full rubric

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Kindergarten: Short Constructed Response



Score Point 1

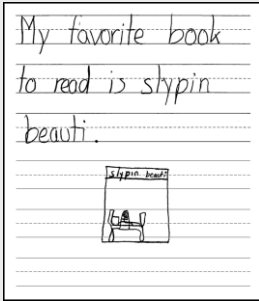
- ◇ Response is completely irrelevant to the prompt

Please see your binder for a full rubric

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Kindergarten: Short Constructed Response



Please see your binder for a full rubric

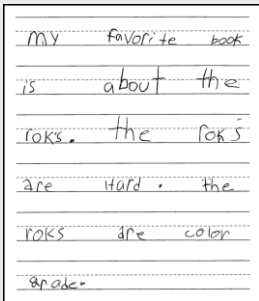
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Score Point 2

- ◊ Response contains simple sentence as well as a drawing to somewhat provide description to write about the topic
- ◊ Response contains occasional errors that obscure meaning

Kindergarten: Short Constructed Response



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Score Point 3

- ◊ Response contains mostly simple sentences to partially provide descriptions to write about a topic
- ◊ Response rarely contains errors that obscure meaning

Kindergarten: Short Constructed Response



Please see your binder for a full rubric

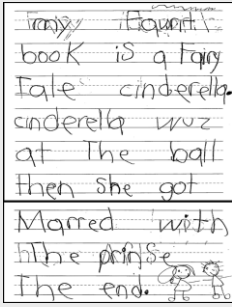
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Score Point 3

- ◊ Response is at least partially relevant or related to prompt
- ◊ Response contains mostly simple sentences to partially provide descriptions to write about a topic
- ◊ Response rarely contains errors that obscure meaning

Kindergarten: Short Constructed Response



Score Point 4

- ◊ Response contains simple sentences as well as drawings to provide descriptions to develop a story
- ◊ Response has few or no errors that obscure meaning

Please see your binder for a full rubric

Grade 1–2: SCR Rubric

Level	Description
Entering 0	<p>Complexity of Language: Response contains zero or few grade-appropriate words or short phrases to introduce or complete thoughts and ideas in a written text.</p> <p>Quality of Language: Response contains most correct use of Tier 1 grade-appropriate vocabulary to describe detailed thoughts, feelings, and ideas in a written text.</p> <p>Coherence of Response: Response includes zero or few transitional words that introduce and complete thoughts and ideas in a written text.</p> <p>Degree of Response: Response contains no or at least one detailed thought, feeling, or idea in a written text.</p> <p>Mechanics: Response contains errors that obscure meaning.</p>
Emerging 1	<p>Complexity of Language: Response contains some grade-appropriate words, short phrases, and a few simple sentences to introduce and complete thoughts and ideas in a written text.</p> <p>Quality of Language: Response contains literal use of Tier 1 and a few Tier 2 or Tier 3 grade-appropriate vocabulary to describe detailed thoughts, feelings, and ideas in a written text.</p> <p>Coherence of Response: Response includes a few transitional words and at least one sentence that introduces and complete thoughts and ideas in a written text.</p> <p>Degree of Response: Response contains a few detailed thoughts, feelings, and ideas in a written text.</p> <p>Mechanics: Response may have frequent errors that obscure meaning.</p>
Transitional 2	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and at least one compound sentence to introduce and complete thoughts and ideas in a written text.</p> <p>Quality of Language: Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to describe detailed thoughts, feelings, and ideas in a written text.</p> <p>Coherence of Response: Response includes some transitional words and a few sentences to introduce and complete thoughts and ideas in a written text.</p> <p>Degree of Response: Response contains some detailed thoughts, feelings, and ideas in a written text.</p> <p>Mechanics: Response may have occasional errors that obscure meaning.</p>
Expanding 3	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and some compound sentences to introduce and complete thoughts and ideas in a written text.</p> <p>Quality of Language: Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to describe detailed thoughts, feelings, and ideas in a written text.</p> <p>Coherence of Response: Response includes many transitional words and some sentence structures to introduce and complete thoughts and ideas in a written text.</p> <p>Degree of Response: Response contains many detailed thoughts, feelings, and ideas in a written text.</p> <p>Mechanics: Response rarely contains errors that obscure meaning.</p>
Commanding 4	<p>Complexity of Language: Response contains mostly grade-appropriate simple and compound sentences to introduce and complete thoughts and ideas in a written text.</p> <p>Quality of Language: Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to describe detailed thoughts, feelings, and ideas in a written text.</p> <p>Coherence of Response: Response includes many and varied transitional words and sentence structures to introduce and complete thoughts and ideas in a written text.</p> <p>Degree of Response: Response contains varied and sufficient detailed thoughts, feelings, and ideas in a written text.</p> <p>Mechanics: Response has few or no errors that obscure meaning.</p>

Grade 1–2: SCR Scoring Notes

Dimension	Entering 0	Emerging 1	Transitional 2	Expanding 3	Commanding 4
Complexity of Language	Blank, no response Language other than English Single-phrase Response Incomprehensible Response	Adapted text if one clear, well-constructed sentence is provided	Response must include one sentence beyond a simple sentence	Response includes both simple and some compound sentences; and compound sentences may include sentences beyond these items	Response includes both simple and compound sentences; may include sentences beyond these items
Quality of Language	Words represent only Tier 1 (most common, everyday) words	Mostly Tier 1 words with a few Tier 2 words possible	Tier 1, 2, and possibly Tier 3 words are present	Tier 1, 2, and possibly Tier 3 words are present and used appropriately; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
Coherence of Response	No coherence due to barely words	An attempt at introduction or conclusion should be present (i.e., "like, because?")	Some use of transitions, introductory words, or connecting words to establish a sense of organization	Use of transition words, introductory words, and connecting words makes organization evident	Organization is clear with an introduction and a conclusion
Degree of Response	At most one detail expressed in single words	More than one detail is included in the response	Response includes some details to support thoughts, feelings, or ideas	Response contains relevant details to support thoughts, feelings, or ideas	Response is always clear with sufficient details to support thoughts, feelings, or ideas
Mechanics	Words are unclear and meaning is mostly obscured May include inventive spelling	Some words are clear or their meaning is evident though there may be errors May include inventive spelling	Response is mostly clear though there may be errors, L errors may be present May include inventive spelling	Response is always clear though there may be errors, L errors may be present May include inventive spelling	Response is always clear with very few errors, L errors may be present but don't interfere with meaning May include inventive spelling

Note: Responses that are completely irrelevant to the prompt can be scored no higher than a 1.

Grades 1–2: Short Constructed Response

Directions

Read the passage again. Then you will be asked to write a paragraph based on the passage.

A Special Day in the Garden



Word Box

grandmother	grows	yesterday
I	picked	today
corn	cook	beans

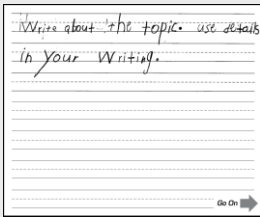
My grandmother grows corn and beans. Yesterday, she and I picked five ears of corn. Then, we picked some beans. Today, we will cook the corn and the beans because we want them for dinner.

Now read the directions below.

In the passage "A Special Day in the Garden," how does the narrator feel about the grandmother's garden? Write one paragraph about how the narrator feels about the garden. You can use the words in the Word Box to help you write your paragraph.

Grades 1–2: Short Constructed Response

Score Point 0

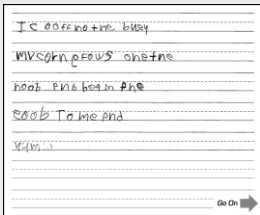


◊ Completely copied text

Please see your binder for a full rubric

Grades 1–2: Short Constructed Response

Score Point 0



◊ Response contains few grade-appropriate words
◊ Words are unclear and meaning is mostly obscured

Please see your binder for a full rubric

Grades 1–2: Short Constructed Response

Score Point 1



- ◊ Response contains some grade-appropriate words and some simple sentences to introduce and complete thoughts in a written text
- ◊ Response contains a few detailed thoughts and ideas in a written text

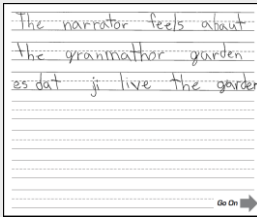
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Grades 1–2: Short Constructed Response

Score Point 1



- ◊ Response includes at least one sentence that completes a thought in a written text
- ◊ Response may contain adapted text
- ◊ Response may have frequent errors that obscure meaning

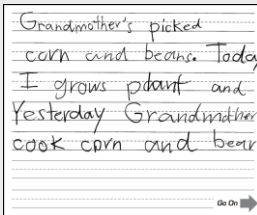
Please see your binder for a full rubric

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Grades 1–2: Short Constructed Response

Score Point 2



- ◊ Response contains mostly grade-appropriate simple sentences and at least one compound sentence to introduce and complete thoughts and ideas in a written text
- ◊ Response contains some detailed thoughts and ideas in a written text
- ◊ Response may have occasional errors that obscure meaning

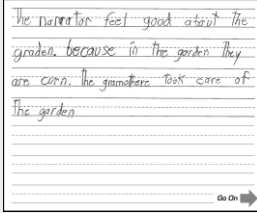
Please see your binder for a full rubric

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Grades 1–2: Short Constructed Response

Score Point 2



- ◊ Response includes one sentence beyond a simple sentence
- ◊ Response includes a few sentences to introduce and complete thoughts and ideas in a written text
- ◊ Response may have occasional errors that obscure meaning

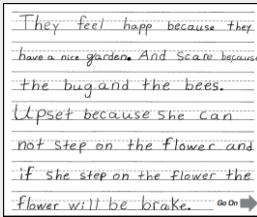
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Grades 1–2: Short Constructed Response

Score Point 3



- ◊ Response contains relevant details to support thoughts, feelings, or ideas
- ◊ Response includes complex sentences
- ◊ Response rarely contains errors that obscure meaning

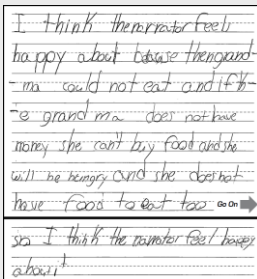
Please see your binder for a full rubric

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Grades 1–2: Short Constructed Response

Score Point 3



- ◊ Use of introductory and concluding words makes organization evident
- ◊ Response includes complex sentences
- ◊ Response rarely contains errors that obscure meaning

Please see your binder for a full rubric

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Grades 1–2: Short Constructed Response

The narrator feels thankful about the garden. For example, yesterday they picked corns & beans. Also, they cooked the corns & beans because they want them for dinner. This shows that the narrator feels thankful about the garden.

Score Point 4

- ◊ Response includes varied and sufficient detailed thoughts, feelings, and ideas in a written text
- ◊ Organization is clear with an introduction and a conclusion
- ◊ Response has few or no errors that obscure meaning

Please see your binder for a full rubric

Grades 5–6: SCR Rubric

Emerging 0	Quality of Language: Response contains zero or few grade-appropriate words and short phrases. Quality of Language: Response contains most common literal use of Tier 1 grade-appropriate vocabulary to precisely describe detailed ideas and facts. Coherence of Response: Response includes zero or few transitional words that orient the reader, logically develop ideas using transitions, or provide closure in a written text. Degree of Response: Response contains no or at least one precisely described detailed idea or fact in a written text. Mechanics: Response may contain errors that totally obscure meaning.
Emerging 1	Quality of Language: Response contains some grade-appropriate words, short phrases, and a few simple sentences. Quality of Language: Response contains literal use of Tier 1 and a few Tier 2 and Tier 3 grade-appropriate vocabulary to precisely describe detailed ideas and facts in a written text. Coherence of Response: Response includes a few transitional words and at least one sentence structure that orient the reader, logically develop ideas using transitions, or provide closure in a written text. Degree of Response: Response contains a few precisely described detailed ideas and facts in a written text. Mechanics: Response may have frequent errors that obscure meaning.
Transitioning 2	Quality of Language: Response contains mostly grade-appropriate simple sentences and at least one complex sentence. Quality of Language: Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to precisely describe detailed ideas and facts in a written text. Coherence of Response: Response includes some transitional words and a few sentence structures that orient the reader, logically develop ideas using transitions, or provide closure in a written text. Degree of Response: Response contains some precisely described detailed ideas and facts in a written text. Mechanics: Response may have occasional errors that obscure meaning.
Expanding 3	Quality of Language: Response contains mostly grade-appropriate simple sentences and some complex sentences. Quality of Language: Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to precisely describe detailed ideas and facts in a written text. Coherence of Response: Response includes many transitional words and some sentence structures that orient the reader, logically develop ideas using transitions, or provide closure in a written text. Degree of Response: Response contains many precisely described detailed ideas and facts in a written text. Mechanics: Response rarely contains errors that obscure meaning.
Commanding 4	Quality of Language: Response contains mostly grade-appropriate simple and complex sentences. Quality of Language: Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to precisely describe detailed ideas and facts in a written text. Coherence of Response: Response includes many and varied transitional words and sentence structures that orient the reader, logically develop ideas using transitions, or provide closure in a written text. Degree of Response: Response contains varied and sufficient precisely described detailed ideas and facts in a written text. Mechanics: Response has few or no errors that obscure meaning.

Grades 5–6: SCR Scoring Notes

	Emerging 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Dimension	Blank, no response Language other than English Single-word response Unintelligible response	Adapted text if one clear, well-constructed sentence is provided			
Completeness of Language	Isolated words or a list of words or short phrases	Response must include at least one sentence	Response must include one sentence beyond a simple sentence (may be expanded or complex)	Response includes both simple and some complex sentences; may include sentences beyond these	Response includes both simple and complex sentences; may include sentences beyond these
Quality of Language	Words represent only Tier 1 (most common, everyday words)	Mostly Tier 1 words with a few Tier 2 or 3 words possible	Tier 1, 2, and possibly Tier 3 words are present; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are present and used appropriately; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
Coherence of Response	No coherence to the response due to brevity	The use of transition words and at least one sentence to attempt organization is evident	Some use of transition words and sentences that establish a sense of organization (orientation, linking, development, or conclusion)	Use of transition words and sentences provides clear organization (orientation, linking, development, or conclusion)	Organization is clear with an orientation, linking, development, and conclusion
Degree of Response	At most one detail expressed by single words	More than one detail is included in the response	Response includes some precise details to express ideas or facts	Response contains relevant and precise details to support ideas or facts	Response contains varied and sufficient (precise) details to support ideas or facts
Mechanics	Words are unclear and meaning is mostly obscure May include invented spelling	Some words are clear or that meaning is obscure, though there may be many errors May include invented spelling	Response is mostly clear though there may be errors; errors may be present May include invented spelling	Response is always clear, though there may be errors; errors may be present	Response is always clear with very few errors; errors may be present but don't interfere with meaning

Note: Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

Grades 5–6: Short Constructed Response

Directions

Read the passage again. Then you will be asked to write a paragraph based on the passage.

The Sherpa People of Nepal



- Nepal is a country that lies between China and India. Most people in Nepal live in the central and southern regions. Nepal's northern side is formed by the Himalaya mountain range. One ethnic group that lives in Nepal are the Sherpa people. Many Sherpas live around the southern base of Mount Everest, which is the tallest mountain in the world.
- Nepal's climate is arctic in the mountain's high altitudes. Severely cold winds blow. Glaciers and heavy snow are found in the mountains. The Sherpas are used to living at high altitudes in extreme weather. Their villages are located more than 10,000 feet above sea level.
- The mountains are so steep the Sherpas can't use cars. Because of this, they hike everywhere and carry items that they need on their backs. Sometimes they use animals to carry very heavy loads. One animal they use is called a yak. A yak is like a cow, but it has thick fur. The fur keeps the yak warm. Its large feet with hooves help it successfully navigate snowy paths and icy slopes. The Sherpas use yak wool to make warm clothing. They use yak milk to make butter. A favorite Sherpa meal is a crisp potato porridge served with yak butter.
- The Sherpa people are famous for their mountain-climbing ability. Every year, visitors come to Nepal to climb Mount Everest. Because the Sherpas are so good at hiking in the mountains, people often hire them as guides.

Now read the directions below.

Think about where the Sherpa people live and how they live. Why are yaks important to how the Sherpa people live?

Write one paragraph explaining why yaks are important to the Sherpa people. Use information from the passage to support your reasons.

Grades 5–6: Short Constructed Response

Score Point 0

Nepal's Climate

STOP

- ◇ Response contains no idea or fact (adapted or original)
- ◇ Copied phrase verbatim

Please see your binder for a full rubric

Grades 5–6: Short Constructed Response

Score Point 0

The mountains are steep the Sherpas can't use cars. Because of this they hike everywhere and carry items that they need on their backs. Sometimes they use animals to carry very heavy loads. One animal they use is called a yak. A yak is like a cow, but it has thick fur. The fur keeps the yak warm. Its large feet with hooves help it successfully navigate snowy paths and icy slopes. The Sherpas use yak wool to make warm clothing. They use yak milk to make butter. A favorite Sherpa meal is a crisp potato porridge served with yak butter.

STOP

- ◇ Response contains no idea or fact (adapted or original)
- ◇ Copied paragraph verbatim

Please see your binder for a full rubric

Grades 5–6: Short Constructed Response

Score Point 1

The only Sherm live around the Southern base of Mount Everest, which is the tallest mountain in the world. The mountains are so steep the sherpas can't use a car. Because of this, they like everglades and carry them. But they need another mode. Sometimes they use animals to carry very heavy loads. One animal they use is called a yak. A yak is like a cow, but it has thick fur. The fur keeps the yak warm. Its large feet will help it successfully navigate snowy paths and icy slopes. The sherpas use yak wool to make warm clothing. They use yak milk to make butter. A favorite sherpas meal is a soup of dried porcine served with yak butter. And that's why yaks important for sherpas people.

STOP

- ◇ Response contains some grade-appropriate words
- ◇ One adapted sentence
- ◇ Response includes at least one sentence structure that provides closure in a written text

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Grades 5–6: Short Constructed Response

Score Point 1

a tale about people and yaks. The people used track on train is used the animals. Like if the people want to go some thing is sent. Take used animal is sent take tale. Yaks is cows but is heap people. Example the people is used yaks for take some things. The people is used yaks if is snow. If is tale.

STOP

- ◇ Response contains some grade-appropriate words
- ◇ Response contains literal use of Tier 1 and a few Tier 2 grade-appropriate vocabulary words
- ◇ More than 1 detail is included in the response
- ◇ Response contains frequent errors that obscure meaning

Please see your binder for a full rubric

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Grades 5–6: Short Constructed Response

Score Point 2

I think the yaks are important because they carry heavy loads, and the people can't use cars because the mountains are so steep. Yaks give milk and wool (for clothing). You can use the wool for to make warm clothes.

STOP

- ◇ Response contains mostly grade-appropriate simple sentences and at least one complex sentence
- ◇ Relevant to prompt
- ◇ Response includes some precise details
- ◇ Response is mostly clear; errors may occasionally obscure meaning
- ◇ Includes inventive spelling

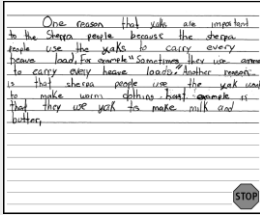
Please see your binder for a full rubric

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Grades 5-6: Short Constructed Response

Score Point 3



- ◇ Response contains mostly grade-appropriate simple sentences and complex sentences
- ◇ Relevant to the prompt
- ◇ Response includes transitional words and some sentence structures that orient the reader, logically develop ideas, and provide closure in a written text
- ◇ Response contains some precisely detailed ideas and facts in a written text
- ◇ Response is clear; errors exist, but rarely obscure meaning

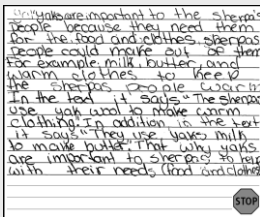
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Grades 5-6: Short Constructed Response

Score Point 3



- ◇ Response contains mostly grade-appropriate simple sentences and some complex sentences
- ◇ Relevant to the prompt
- ◇ Response includes transitional words and some sentence structures that orient the reader, logically develop ideas, and provide closure in a written text
- ◇ Response contains many precisely detailed ideas and facts in a written text
- ◇ Response is clear; errors exist, but rarely obscure meaning

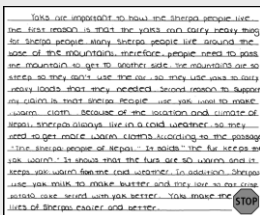
Please see your binder for a full rubric

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Grades 5-6: Short Constructed Response

Score Point 4



- ◇ Response contains mostly grade-appropriate simple sentences and complex sentences
- ◇ Relevant to the prompt
- ◇ Response includes many and varied transitional words and some sentence structures that orient the reader, logically develop ideas, and provide closure in a written text
- ◇ Response contains varied and sufficient precisely detailed ideas and facts in a written text
- ◇ Response has few or no errors that obscure meaning

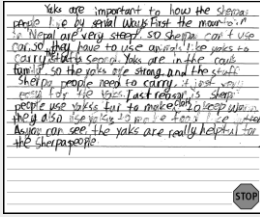
Please see your binder for a full rubric

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Grades 5–6: Short Constructed Response

Score Point 4



- ◊ Response contains mostly grade-appropriate simple sentences and complex sentences
- ◊ Relevant to the prompt
- ◊ Response includes many and varied transitional words and some sentence structures that orient the reader, logically develop ideas, and provide closure in a written text
- ◊ Response contains varied and sufficient precisely detailed ideas and facts in a written text
- ◊ Response has few or no errors that obscure meaning

Please see your binder for a full rubric

Break Time



15 Minutes


Grades 3–4: ECR Rubric (Narrative)

Emerging 0	<p>Complexity of Language: Response contains zero or few grade-appropriate words or short phrases.</p> <p>Quality of Language: Response contains most common literal use of Tier 1 grade-appropriate vocabulary in narrative.</p> <p>Coherence of Response: Response includes zero or few transitional words that may or may not introduce, develop, link, or complete a narrative.</p> <p>Degree of Response: Response contains no or at least one detailed description, event, or a closure in response to prompt.</p> <p>Mechanics: Response contains errors that totally obscure meaning.</p>
Emerging 1	<p>Complexity of Language: Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p>Quality of Language: Response contains literal use of Tier 1 and a few Tier 2 or Tier 3 grade-appropriate vocabulary in narrative.</p> <p>Coherence of Response: Response includes a few transitional words and at least one sentence structure that minimally introduces, develop, link, or complete a narrative.</p> <p>Degree of Response: Response contains a few detailed descriptions, events in sequence, or a closure in response to prompt.</p> <p>Mechanics: Response may have frequent errors that obscure meaning.</p>
Transitional 2	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and at least one complex sentence.</p> <p>Quality of Language: Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in narrative.</p> <p>Coherence of Response: Response includes some transitional words and a few sentence structures that partially introduce, develop, link, and complete a narrative.</p> <p>Degree of Response: Response contains some detailed descriptions, events in sequence, and a closure in response to prompt.</p> <p>Mechanics: Response may have occasional errors that obscure meaning.</p>
Expanding 3	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and some complex sentences.</p> <p>Quality of Language: Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in narrative.</p> <p>Coherence of Response: Response includes many transitional words and some sentence structures that introduce, develop, link, and complete a narrative.</p> <p>Degree of Response: Response contains many detailed descriptions, events in sequence, and a closure in response to prompt.</p> <p>Mechanics: Response rarely contains errors that obscure meaning.</p>
Commanding 4	<p>Complexity of Language: Response contains mostly grade-appropriate simple and complex sentences.</p> <p>Quality of Language: Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in narrative.</p> <p>Coherence of Response: Response includes many and varied transitional words and sentence structures that introduce, develop, link, and complete a narrative.</p> <p>Degree of Response: Response contains varied and sufficient detailed descriptions, events in sequence, and a closure in response to the prompt.</p> <p>Mechanics: Response has few or no errors that obscure meaning.</p>

Grades 3–4: Extended Constructed Response

Score Point 0

What other things do you think Isabella saw on her trip? Write another part of the story that tells what she and her grandfather did and saw. Write at least two paragraphs. Use details.

Go On 

- ◊ All text is copied verbatim from the prompt

Please see your binder for a full rubric


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Grades 3–4: Extended Constructed Response

Score Point 1

This is a story about Isabella and her grandfather. The last time she had been in the city was nine years ago. They quickly walked by the train and up some stairs. It was so different from home.

Go On 

- ◊ Single original sentence; remaining text is copied verbatim
- ◊ Response contains at least one sentence structure that minimally introduces a narrative
- ◊ Response contains literal use of Tier 1 grade-appropriate vocabulary

Please see your binder for a full rubric


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Grades 3–4: Extended Constructed Response

Score Point 1

One of the benches with the seat next to it had some seats lights and signs lit on and off. Isabella loved.

Go On 

- ◊ Response contains some grade-appropriate words, short phrases, and simple sentences
- ◊ Response contains at least one sentence structure that minimally introduces a narrative
- ◊ Response contains literal use of Tier 1 grade-appropriate vocabulary
- ◊ Response contains frequent errors that obscure meaning

Please see your binder for a full rubric


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Grades 3–4: Extended Constructed Response

Score Point 1

The snowy mountain was cold. Adam
land the snow and it was crunchy
under his boots. He went down the
mountain on his sled, but when the
wolves howled he went faster and
boom! over the cliff. He was jared!

Go On 

- ◊ Response is completely irrelevant to the prompt

Please see your binder for a full rubric


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Grades 3–4: Extended Constructed Response

Score Point 2

Embale ler city esme de ler
sands and warm. And lights
and signs is beautiful.
And ride train.

Go On 

- ◊ Response contains grade-appropriate simple sentence and one complex sentence
- ◊ Response contains a few sentence structures that partially introduces a narrative
- ◊ Response contains some detail, and events in sequence
- ◊ Response contains occasional errors that obscure meaning

Please see your binder for a full rubric


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Grades 3–4: Extended Constructed Response

Score Point 3

I think that Isabella saw a building and a
train and some cars because the story
said. Next it says that her
Grandpa smiled. They rode the
train and they got off when they
got off they saw the big city.
Isabella liked it and she said
Thank You.

Go On 

- ◊ Response contains mostly grade-appropriate simple sentences and some complex sentences
- ◊ Response is related to the prompt
- ◊ Response includes some sentence structures that introduce, develop, and complete a narrative
- ◊ Response contains many details, events in sequence, and a closure in response to the prompt
- ◊ Response is always clear; though errors may be present, they rarely obscure meaning

Please see your binder for a full rubric

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Grades 3–4: Extended Constructed Response

Score Point 4

Isabella and Grandpa went to a city on a train. They looked at the buildings and the lights and the signs. They liked the warm air because it was warmer than the mountain air.

Next, they went to a play at a big theater. The theater had soft seats and a big red curtain. The play was funny.

Finally, Isabella and Grandpa rode the train home to the mountains. They looked forward to their next adventure in the city.

Go On 

- ◇ Response contains mostly grade-appropriate simple and complex sentences
- ◇ Response includes many and varied transitional words and sentence structures that introduce, develop, and complete a narrative
- ◇ Response contains varied and sufficient detailed descriptions, events in sequence, and a closure in response to the prompt
- ◇ Response is always clear, with very few errors or no errors that obscure meaning


Please see your binder for a full rubric

Grades 3–4: Extended Constructed Response

Score Point 4

What should we do after this? asked Isabella. Grandpa says it is to go to a soccer game!

They rode the subway to the soccer stadium in Brooklyn. They grabbed some popcorn and found their seats! They decided who to cheer for. Grandpa cheered for Brazil and Isabella cheered for the USA. They yelled so much they lost their voices! Brazil won the match by 1 point and Isabella was so happy. Grandpa and Isabella had a wonderful day together.

Go On 

- ◇ Response contains mostly grade-appropriate simple and complex sentences
- ◇ Response includes many and varied transitional words and sentence structures that introduce, develop, and complete a narrative
- ◇ Response contains varied and sufficient detailed descriptions, events in sequence, and a closure in response to the prompt
- ◇ Response is always clear, with very few errors or no errors that obscure meaning

Please see your binder for a full rubric

Grades 7–8: ECR Rubric (Informational)

Entering	0	<p>Completeness of Language: Response contains zero or few grade-appropriate words or short phrases.</p> <p>Quality of Language: Response contains most common literal use of Tier 1 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes zero or few transitional words that may or may not orient the reader, logically organize or connect ideas, or provide closure to a topic.</p> <p>Degree of Response: Response contains one or at least one precisely stated and linked claim and evidence, a variety of support, or closure in response to prompt.</p> <p>Mechanics: Response contains errors that totally obscure meaning.</p>
	1	<p>Completeness of Language: Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p>Quality of Language: Response contains literal use of Tier 1 and a few Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes a few transitional words and at least one sentence structure that orient the reader, logically organize and connect ideas, or provide closure to a topic.</p> <p>Degree of Response: Response contains a few precisely stated and linked claims and evidence, a variety of support, or closure in response to prompt.</p> <p>Mechanics: Response may have frequent errors that obscure meaning.</p>
	2	<p>Completeness of Language: Response contains mostly grade-appropriate simple sentences and at least one complex sentence.</p> <p>Quality of Language: Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes some transitional words and a few sentence structures that orient the reader, logically organize and connect ideas, and provide closure in response.</p> <p>Degree of Response: Response contains some precisely stated and linked claims and evidence, a variety of support, and closure in response to prompt.</p> <p>Mechanics: Response may have occasional errors that obscure meaning.</p>
Expanding	3	<p>Completeness of Language: Response contains mostly grade-appropriate simple sentences and some complex sentences.</p> <p>Quality of Language: Response contains literal and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes many transitional words and some sentence structures that orient the reader, logically organize and connect ideas, and provide closure to a topic.</p> <p>Degree of Response: Response contains many precisely stated and linked claims and evidence, a variety of support, and closure in response to prompt.</p> <p>Mechanics: Response rarely contains errors that obscure meaning.</p>
	4	<p>Completeness of Language: Response contains mostly grade-appropriate simple and complex sentences.</p> <p>Quality of Language: Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes many and varied transitional words and sentence structures that orient the reader, logically organize and connect ideas, and provide closure to a topic.</p> <p>Degree of Response: Response contains varied and sufficient precisely stated and linked claims and evidence, a variety of support, and closure in response to prompt.</p> <p>Mechanics: Response has few or no errors that obscure meaning.</p>

Grades 7–8: Extended Constructed Response

Score Point 0

A grid of 10 horizontal lines with the handwritten text 'I was on road' at the top. A 'Go On' arrow is at the bottom right.

- ◊ Response contains a short phrase
- ◊ Response contains errors that totally obscure meaning

Please see your binder for a full rubric

Grades 7–8: Extended Constructed Response

Score Point 1

A grid of 10 horizontal lines with the handwritten text 'We walk I shut off the' at the top. A 'Go On' arrow is at the bottom right.

- ◊ Response contains some grade-appropriate simple sentences that minimally orient the reader
- ◊ Response contains a few precisely stated claims

Please see your binder for a full rubric

Grades 7–8: Extended Constructed Response

Score Point 1

A grid of 10 horizontal lines with a handwritten response that is completely irrelevant to the prompt. The text is illegible but appears to be a collection of unrelated words and phrases.

- ◊ Response is completely irrelevant to the prompt

Please see your binder for a full rubric

Grades 7–8: Extended Constructed Response

Score Point 2

The steps to protect environment are keep garbage out landfills and pick up trash and I save energy by turning down heat. I got new cell phone, I gave old one to my bro.

- ◊ Response contains mostly grade-appropriate simple sentences and at least one complex sentence (adapted complex sentence)
- ◊ Response includes a sentence structure that partially orients the reader
- ◊ Response contains some precisely stated claims and evidence
- ◊ Response is mostly clear, though there may be occasional errors that obscure meaning

Please see your binder for a full rubric

Grades 7–8: Extended Constructed Response

Score Point 2

My school recycles paper. We use blue bins. We prefer because a good for earth. Keep elec. device resources such as cell phones, ipads, laptops, as long as possible. Use water bottles that can be refilled. Don't buy plastic water bottles that likely be thrown away. Buy row and share things such as books, movies or tools. This also saves resources.

- ◊ Response contains mostly grade-appropriate simple sentences and at least one complex sentence (remaining text is copied verbatim from prompt)
- ◊ Response includes sentence structures that partially orient the reader
- ◊ Response contains some precisely stated claims and evidence, a variety of support in response to prompt
- ◊ Response is mostly clear; may have occasional errors that obscure meaning
- ◊ May include inventive spelling

Please see your binder for a full rubric

Grades 7–8: Extended Constructed Response

Score Point 4

The Earth is our home and we need to take care of it. There are many ways that the students at my school can work to protect our environment and resources.
The first place we can help is in the school cafeteria. There should be recycling stations to collect plastic and paper and glass. And compost bin for scrap food. Because it will not waste any food. Also the role of water bottles. The next place we help is at home. Use energy saving lights, take shorter showers, and turn down the heat in the winter. Instead of riding to school in a car, we could use our bikes or skateboards.
The most important thing we do is work to educate our families, especially our younger brothers and sisters. It is our job to keep our planet happy.
GO GREEN!

- ◊ Response contains mostly grade-appropriate simple and complex sentences
- ◊ Response is related to the prompt
- ◊ Response includes many and varied transitional words and sentence structures that orient the reader, logically organize and connect ideas, and provide closure to a topic
- ◊ Response contains varied and sufficiently precisely stated and linked claims and evidence; a variety of support and closure
- ◊ Response has few or no errors that obscure meaning

Please see your binder for a full rubric

Grades 7–8: Extended Constructed Response

Score Point 4

GOING GREEN MEANS PROTECTING THE EARTH FROM POLLUTION. NOT JUST FOR EARTH DAY (APRIL 22) BUT EVERYDAY WE SHOULD RECYCLE. IT'S A WAY OF LIFE.

THE TEXT SAYS ACCORDING TO THE WORLD WATERS POLLUTION, WE CAN SAVE THE ENVIRONMENT AND GO GREEN IN MANY WAYS. FIRST WE CAN BUY ONE WATER BOTTLE AND KEEP FILLING IT WITH WATER. SECOND, WE CAN REMOVE THE NEEDLE IN OUR HOME IN THE KITCHEN AND NOT PUT IT IN REFRIGERATOR. WE CAN ALSO TURN OFF THE LIGHTS WE DON'T NEED. WE CAN ALSO TURN OFF THE TV AND THE RADIO AND MOVE FROM OTHER ROOMS AND NOT WATCH TV.

IN ADDITION, WE SHOULD KEEP OUR ELECTRONICS AS LONG AS WE CAN. ONLY BUY NEW ONES WHEN YOU HAVE TO AND A BOTTLE OR RECYCLE OLD ONES. GOING GREEN IS THE WAY TO PROTECT THE EARTH.

- ◊ Response contains mostly grade-appropriate simple and complex sentences
- ◊ Response is relevant to the prompt
- ◊ Response includes many and varied transitional words and sentence structures that orient the reader, logically organize and connect ideas, and provide closure to a topic
- ◊ Response contains varied and sufficiently precisely stated and linked claims and evidence; a variety of support and closure
- ◊ Response has few or no errors that obscure meaning
- ◊ May include inventive spelling

Please see your binder for a full rubric

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Lunch Break



30 Minutes

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Speaking Test—2015

Changes

- 13 items
- Thematic item sets
 - ◊ Items are presented in thematic items sets tied to content areas, although content-area knowledge is not tested nor does a response with incorrect content information result in a lower score
- Alignment to Performance Level Descriptions (PLDs)
 - ◊ Each item type is designed to measure a specific PLD (Entering, Emerging, Transitioning, Expanding, Commanding)
- Item rubrics
 - ◊ Each item type has its own rubric aligned to PLDs

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Speaking 2015—Training Overview

- Rubrics, Sample Questions, and Spoken Responses
 - ◊ Entering-level items (approximates Beginning)
 - ◊ Emerging-level items (approximates Low Intermediate)
 - ◊ Transitioning-level items (approximates Intermediate)
 - ◊ Expanding-level items (approximates Advanced)
 - ◊ Commanding-level items (approximates Proficient)
- Examples from grade bands 1–2 and 9–12
 - ◊ Generalizable item types
 - ◊ Sample rubrics for each item type (remains the same regardless of grade band)
 - ◊ More grade bands are available in your binder and in the scoring guide that you will receive

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Tips for rating the Speaking test

- The rubric is **holistic**.
 - ◊ Look at **all** aspects of the rubric
 - ◊ Performance does not have to include **all** aspects of the rubric to merit a rating at that level
 - ◊ Conversely, performance should include **most** aspects of the rubric to merit a rating at that level
 - ◊ Listen carefully and judge which rubric level best matches **all** aspects of the response.
- **Content knowledge**
 - ◊ NYSESLAT is a test of **language**.
 - ◊ Do **not** penalize students for responses with incorrect content (e.g., New York is a southern state). Rate the **language**.

Speaking 2015–Test Format

Content Area	# of Tasks	Target PLD	Features
Classroom Basics	4	Entering–Expanding	Graphics-based questions
Science/Math Social Studies	5	Entering–Commanding	Graphics-based questions
ELA / Social Studies	4	Emerging–Commanding	Graphics- and text-based questions

Administration Tips

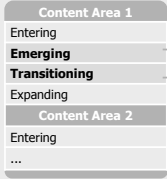
- Script provides modeling and rephrasing support at lower levels. **ONLY** rephrase when rephrasing is provided and use **ONLY** the rephrasing provided.
 - ◊ This keeps the test consistent for all students
- Remember to read slowly, but naturally
 - ◊ Read over the whole form before administration
 - ◊ Practice administering with pointing, page turns, etc.
- Wait 5 seconds for response
 - ◊ Offer rephrasing **after** 5 seconds if the item includes rephrasing in its script
 - ◊ Move on to the next question **5 seconds after re-phrasing** so that the student is at ease

Skipping Rules

After some items, the examiner will see [SKIPPING RULE].
This is an opportunity to skip more difficult items if a student has been unable to answer earlier questions.

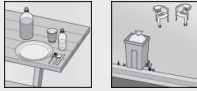
Goal: To minimize test anxiety and student discomfort

Example:



If a student cannot complete the Emerging and Transitioning item, the Skipping Rules allow the examiner to skip the more difficult Expanding question and advance to the Entering question that begins the next section.

Entering Level Items



- **Basic language** at the **single-word level**
- Always accompanied by **graphic**
- Examiner gives **context**
 - ◇ Sara's family had a picnic. Sometimes when people have picnics, they use items made of plastic. These pictures show some things from the picnic that are made of plastic.
- Examiner **models** a sample response
 - ◇ I see a plastic cup. [Point to PLASTIC CUP]
- Examiner **asks question**
 - ◇ What do you see that could be made of plastic?
- Examiner **rephrases** if examinee does not respond
 - ◇ A plastic cup is on the table. What other things do you see?

Entering Level Item Rubric

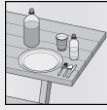
Score Point 0

- ◇ No response
- ◇ Non-English response
- ◇ Unintelligible response

Score Point 1

- ◇ Uses one word to respond
- ◇ May use multiple words, short phrases, or sentences
- ◇ May not express a complete thought or idea
- ◇ Errors may totally obscure meaning

9–12 Entering Samples



Context: Sara's family had a picnic. Sometimes when people have picnics, they use items made of plastic. These pictures show some things from the picnic that are made of plastic.

Model: I see a plastic cup [Point to PLASTIC CUP]

Question: What do you see that could be made of plastic?

Optional rephrasing: A plastic cup is on the table. What other things do you see?



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Emerging Level Items



- Basic language with multiple word or longer responses
- **Always** accompanied by **graphic**
- Examiner gives **context**
 - ◊ *This is James. He likes to do things outside in the fall.*
- Examiner **models** a sample response
 - ◊ *I see James picking up leaves.* [Point to FIRST PICTURE]
- Examiner **asks question**
 - ◊ *What else does James do?*
- Examiner **rephrases** if examinee does not respond
 - ◊ *James picks up the leaves.* [Point to FIRST PICTURE]
 - ◊ *What else do you see here?* [Point to OTHER PICTURES]

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Emerging Level Item Rubric

Score Point 0

- ◊ Uses inappropriate word to respond
- ◊ Does not express a complete thought or idea
- ◊ Non-response
- ◊ Non-English or unintelligible

Score Point 1

- ◊ Uses appropriate word or multiple words to respond
- ◊ May use short phrases or sentences
- ◊ May only partially express thoughts and ideas
- ◊ Frequent errors may obscure meaning

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1–2 Emerging Samples



Context: This is James. He likes to do things outside in the fall.

Model: I see James picking up leaves. [Point to FIRST PICTURE]

Question: What else does James do?

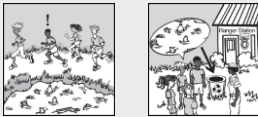
Optional rephrasing: James picks up the leaves. [Points to FIRST PICTURE]
What else do you see here? [Point to OTHER PICTURES]



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Transitioning Level Items



- Connected phrases and simple sentences
- **Always** accompanied by **graphic**
- Examiner gives **context**
 - ◊ *Stuart and his friends are running. They see a pond that has some cans and bottles [Point to PICTURE 2]. They want to fix it.*
- Examiner **does not model** a sample response
- Examiner **asks question**
 - ◊ *Now tell me about the problem that Stuart and his friends want to fix.*
- Examiner **does not rephrase or repeat** if examinee does not respond

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Transitioning Level Item Rubric

Score Point 0

- ◊ Uses at most one word to respond or gives no response, non-English response, or unintelligible response
- ◊ Does not express a complete thought or idea
- ◊ Errors may totally obscure meaning

Score Point 1

- ◊ Uses multiple words to respond
- ◊ Partially expresses thoughts and ideas
- ◊ Frequent errors may obscure meaning

Score Point 2

- ◊ Uses connected phrases or a simple sentence to respond
- ◊ May use multiple sentences
- ◊ Expresses complete thoughts and ideas
- ◊ Occasional errors in words and structures may obscure meaning

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9–12 Transitioning Samples



Context: *Stuart and his friends are running. They see a pond that has some cans and bottles [Point to PICTURE 1]. They want to fix it.*

Question: *Now tell me about the problem that Stuart and his friends want to fix.*

Score Point 0



Score Point 1



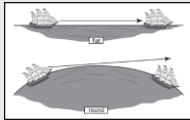
Score Point 2



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Expanding Level Items



- Connected simple sentences and some emerging complex sentences
- Accompanied by **graphic** or by a **passage**
- Examiner gives **context**
 - ◊ *People on ships were some of the first people to think that the Earth was not flat [Point to FIRST PICTURE]. This picture [Point to SECOND PICTURE] shows what people on ships could see because the Earth is round. Ships on the ocean would slowly disappear from view as they got farther away. People changed their minds about how the Earth was shaped.*
- Examiner **asks question**
 - ◊ *Why did people on ships change their minds about how Earth was shaped?*
- No modeling, rephrasing, or repeating

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Expanding Level Item Rubric

Score Point 0

- ◊ Uses at most multiple words to respond
- ◊ Does not express complete thoughts and ideas
- ◊ Frequent errors may obscure meaning

Score Point 1

- ◊ Uses connected phrases or a simple sentence to respond
- ◊ Expresses complete thoughts and ideas
- ◊ Occasional errors in words and structures may obscure some meaning

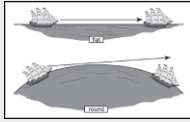
Score Point 2

- ◊ Uses connected simple sentences to respond
- ◊ May use limited complex sentences
- ◊ Expresses connected and complete thoughts and ideas
- ◊ Infrequent errors in words and structure may obscure some meaning

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1–2 Expanding Samples



Context: *People on ships were some of the first people to think that the Earth was not flat [Point to FIRST PICTURE]. This picture [Point to SECOND PICTURE] shows what people on ships could see because the Earth is round. Ships on the ocean would slowly disappear from view as they got farther away. People changed their mind about how the Earth was shaped.*

Question: *Why did people on ships change their minds about how the Earth was shaped?*

Score Point 0



Score Point 1



Score Point 2



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Commanding Level Items

- Connected by complex sentences
- Accompanied by **graphic** or by a **passage**

Aqueducts helped to improve the public health of citizens throughout the ancient Roman Empire. The Romans were able to drink clean water because they developed advanced waterway systems called aqueducts. Aqueducts were built from stone, brick, and cement. They were constructed both above and below the ground. Aqueducts brought water to different locations through a system of pipes. For example, aqueducts carried clean water from mountain lakes and streams to lower elevations where people lived. In addition to bringing clean drinking water, aqueducts allowed Romans to have fountains, public baths, and public toilets. Different aqueducts were used for underground sewage systems, which took the dirty water out of cities.

- Examiner **asks question**
 - ◇ *Why do you think aqueducts improved public health?*
- No modeling, rephrasing, or repeating

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Commanding Level Item Rubric

Score Point 0

- ◇ Uses at most connected phrases or a simple sentence to respond
- ◇ May express complete thoughts and ideas
- ◇ Occasional or frequent errors in words and structures may obscure meaning

Score Point 1

- ◇ Uses connected simple sentences to respond
- ◇ Expresses connected and complete thoughts and ideas
- ◇ Infrequent errors in words and structure may obscure some meaning

Score Point 2

- ◇ Uses connected complex sentences
- ◇ Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas
- ◇ No errors or infrequent errors that do not obscure meaning

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9–12 Commanding Samples

Passage: Aqueducts helped to improve the public health of citizens throughout the ancient Roman Empire.

The Romans were able to drink clean water because they developed advanced waterway systems called aqueducts. Aqueducts were built from stone, brick, and cement. They were constructed both above and below the ground. Aqueducts brought water to different locations through a system of pipes. For example, aqueducts carried clean water from mountain lakes and streams to lower elevations where people lived. In addition to bringing clean drinking water, aqueducts allowed Romans to have fountains, public baths, and public toilets. Different aqueducts were used for underground sewage systems, which took the dirty water out of cities.

Question: *Why do you think aqueducts improved public health?*

Score Point 0



Score Point 1



Score Point 2



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Rating Tips

- This is a language test
 - ◇ NYSESLAT is a **language test, not a content test**. Students may demonstrate language competence without content accuracy.
- Entering
 - ◇ Entering means very minimal language. Only a "yes," "no," "I don't know," non-English, or blank response are scored "0."
- Commanding
 - ◇ Commanding reflects a high level of proficiency with grade-level language. Students can produce a full simple sentence and still be rated "0."
- Rubrics are tailored for the difficulty of specific items
 - ◇ The rubric reflects the item level. Remember to adjust your expectations when evaluating responses.

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Contact Information

For more information contact MetriTech's Customer Service

- ◇ Phone: 800.747.4868
- ◇ Email: nyeslat@metritech.com

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TABBED DIVIDER – GREEN (Front Page)

TABBED DIVIDER – GREEN (Back Page)

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Binder: Green Tab Writing Section — Updated March 27, 2015

Grade	Updated Binder Page Number	Original Binder Page Number	Reason
K (SCR)	27	28	Response completely irrelevant to the prompt; score point 1
		36	NYSED directed removal of this exemplar
1–2 (SCR)	51	58	Response completely irrelevant to the prompt; score point 1
		60	NYSED directed removal of this exemplar
		62	NYSED directed removal of this exemplar
5–6 (SCR)		80	NYSED directed removal of this exemplar
9–12 (SCR)		97	NYSED directed removal of this exemplar
		100	NYSED directed removal of this exemplar
		101	NYSED directed removal of this exemplar
		103	NYSED directed removal of this exemplar
3–4 (ECR)		132	NYSED directed removal of this exemplar
		133	NYSED directed removal of this exemplar
		134	NYSED directed removal of this exemplar
	124	138	Response completely irrelevant to the prompt; score point 1
		143	NYSED directed removal of this exemplar
	132	144	Annotation corrected to address one paragraph response
7–8 (ECR)		160	NYSED directed removal of this exemplar
		166	NYSED directed removal of this exemplar
		168	NYSED directed removal of this exemplar
	151	169	Response completely irrelevant to the prompt; score point 1

Table of Contents

Rubric – Scoring Notes – Prompt - Samples

This section will provide the rubrics, scoring notes, examples of each item type and samples of each score point for grade bands K through 9-12. Explanations of the scoring for each sample will be provided.

Kindergarten	p 1
<ul style="list-style-type: none"> ■ Letter Writing ■ Word Copying ■ Sentence Writing ■ Short Constructed Response 	
Grades 1-2	p 38
<ul style="list-style-type: none"> ■ Short Constructed Response 	
Grades 3-4	p 61
<ul style="list-style-type: none"> ■ Short Constructed Response (rubric and scoring notes only) 	
Grades 5-6	p 63
<ul style="list-style-type: none"> ■ Short Constructed Response 	
Grades 7-8	p 85
<ul style="list-style-type: none"> ■ Short Constructed Response (rubric and scoring notes only) 	
Grades 9-12	p 87
<ul style="list-style-type: none"> ■ Short Constructed Response 	

Grades 1-2	p 107
<ul style="list-style-type: none"> ■ Extended Constructed Response (rubric and scoring notes only) 	
Grades 3-4	p 110
<ul style="list-style-type: none"> ■ Extended Constructed Response 	
Grades 5-6	p 133
<ul style="list-style-type: none"> ■ Extended Constructed Response (rubric and scoring notes only) 	
Grades 7-8	p 136
<ul style="list-style-type: none"> ■ Extended Constructed Response 	
Grades 9-12	p 161
<ul style="list-style-type: none"> ■ Extended Constructed Response (rubric and scoring notes only) 	
Scoring Practice	p 164

Writing practice items include sample student responses for you to score. Use the key to check yourself and read the explanations. Practice items are provided for:

- Kindergarten Letter Writing, Word Copying, Sentence Writing, Short Constructed Response
- Grades 1–2 Short Constructed Response
- Grades 5–6 Short Constructed Response
- Grades 9–12 Short Constructed Response
- Grades 3–4 Extended Constructed Response
- Grades 7–8 Extended Constructed Response

Rubric

Score	Grade Kindergarten – Letters
Entering 0	Letter forming: Student does not produce letters accurately. Legibility: Student production of letters is not recognizable.
Emerging-Transitioning 1	Letter forming: Student produces letters accurately. Legibility: Student production of single letters is recognizable as the correct letter.

Scoring Notes

Writing – Grade K Letters Notes		
	Entering 0	Emerging-Transitioning 1
Scoring Notes	<ul style="list-style-type: none"> Blank, no response Language other than English Illegible response Unintelligible response 	<ul style="list-style-type: none"> May be “sloppy ” but is legible as the correct letter May be upper- or lowercase May be cursive May be backwards if the reversal doesn’t change it into a different letter Score the correct letter even if there are other letters before or after the correct letter

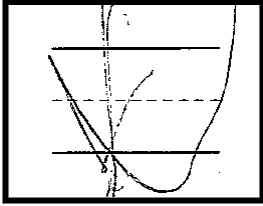
Prompt

SAY Now you will write a letter.

Write the letter h as in hat on the blank line.

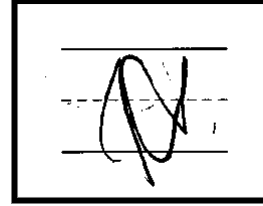
Pause. Give the students time to write the letter h.

Writing—Grade K: Letter Writing Samples



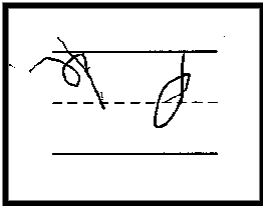
Score Point 0

- ◇ Student production of letters is not recognizable



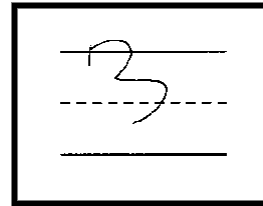
Score Point 0

- ◇ Student production of letters is not recognizable



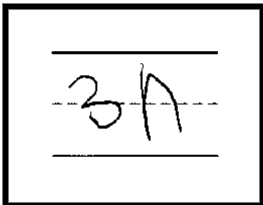
Score Point 0

- ◇ Student production of letters is not recognizable



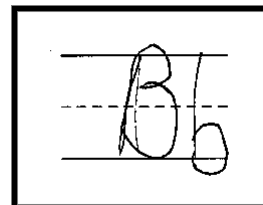
Score Point 0

- ◇ Student does not produce letters accurately



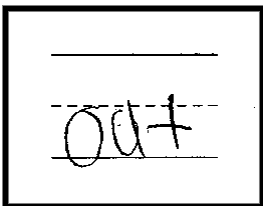
Score Point 0

- ◇ Student does not produce letters accurately
- ◇ Incorrect letters



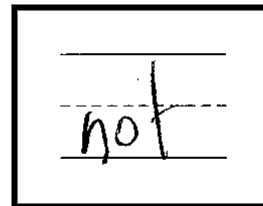
Score Point 0

- ◇ Student does not produce letters accurately
- ◇ Incorrect letters



Score Point 0

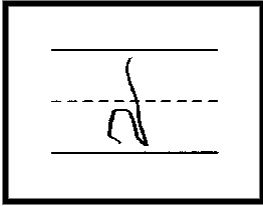
- ◇ Student does not produce letters accurately
- ◇ Incorrect letters



Score Point 0

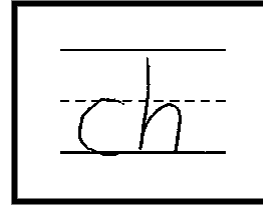
- ◇ Student does not produce letters accurately
- ◇ Incorrect letters

Writing—Grade K: Letter Writing Samples



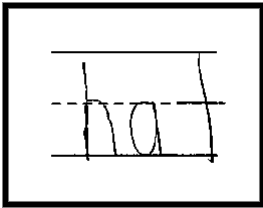
Score Point 1

- ◇ Student produces letters accurately
- ◇ Letters may be backwards if reversal doesn't change it into a different letter



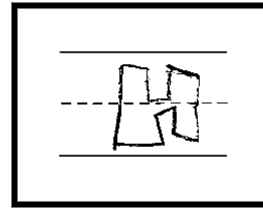
Score Point 1

- ◇ Student produces letters accurately
- ◇ Correct letter is present in the response



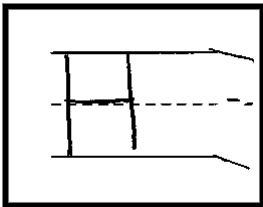
Score Point 1

- ◇ Student produces letters accurately
- ◇ Correct letter is present in the response



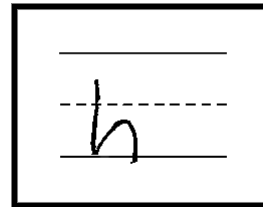
Score Point 1

- ◇ Student produces letters accurately
- ◇ Letters may be uppercase, lowercase, or both



Score Point 1

- ◇ Student produces letters accurately
- ◇ Letters may be uppercase, lowercase, or both



Score Point 1

- ◇ Student produces letters accurately
- ◇ Letters may be uppercase, lowercase, or both

Rubric

Score	Grade Kindergarten – Words
Entering 0	Letter forming: Student cannot produce letters accurately. Accuracy: Student cannot produce sight words or commonly spelled words with short vowel sounds.
Emerging-Transitioning 1	Letter forming: Student can produce letters accurately. Accuracy: Student can produce sight words and commonly spelled words with short vowel sounds.

Scoring Notes

Writing – Grade K Words Notes		
	Entering 0	Emerging-Transitioning 1
Scoring Notes	<ul style="list-style-type: none"> • Blank, no response • Language other than English • Illegible response • Unintelligible response • Incorrect word • Incorrect spelling • Upside down letter 	<ul style="list-style-type: none"> • Legible letters • Correct word • No spelling errors • Letters may be uppercase, lowercase, or both • May be cursive • Letters may be backwards if word meaning does not change

Prompt

SAY Now you will copy a word.

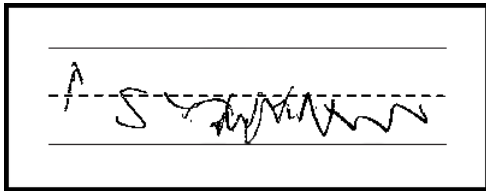
This is the word run.

Copy the word run on the blank line.

Pause. Give the students time to copy the word run.

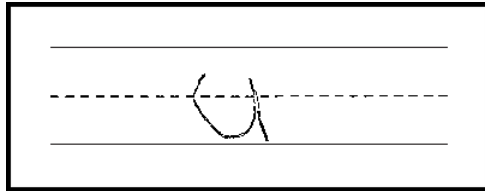
run

Writing—Grade K: Word Copying Samples



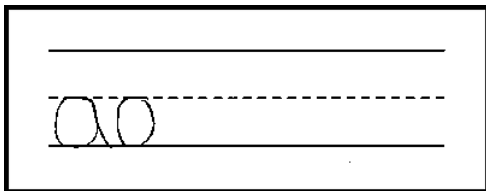
Score Point 0

- ◇ Student cannot produce sight words accurately



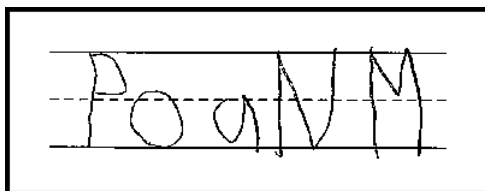
Score Point 0

- ◇ Student cannot produce sight words accurately
- ◇ Incorrect spelling



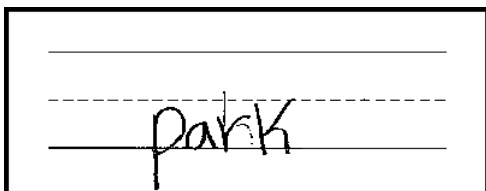
Score Point 0

- ◇ Student cannot produce sight words accurately
- ◇ Incorrect word
- ◇ Incorrect spelling



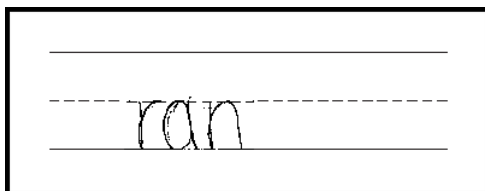
Score Point 0

- ◇ Student cannot produce sight words accurately
- ◇ Incorrect word
- ◇ Incorrect spelling



Score Point 0

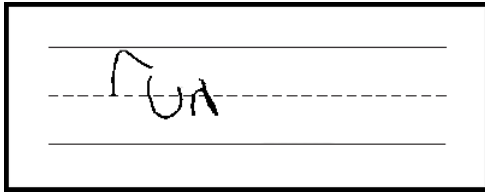
- ◇ Student cannot produce sight words accurately
- ◇ Incorrect word



Score Point 0

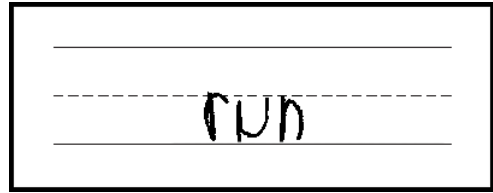
- ◇ Student cannot produce sight words accurately
- ◇ Incorrect spelling

Writing—Grade K: Word Copying Samples



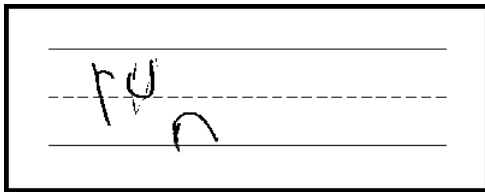
Score Point 1

- ◇ Student can produce sight word
- ◇ Letters may be backwards if word meaning does not change



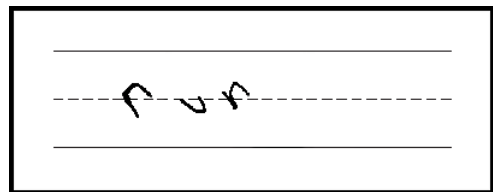
Score Point 1

- ◇ Student can produce sight word
- ◇ Letters may be backwards if word meaning does not change



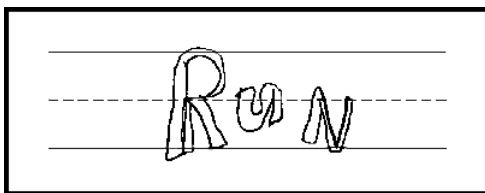
Score Point 1

- ◇ Student can produce sight word
- ◇ Letters may be backwards if word meaning does not change



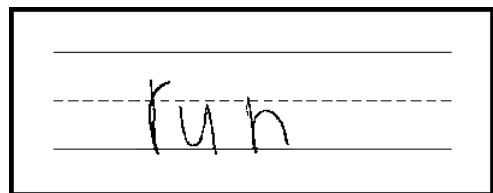
Score Point 1

- ◇ Student can produce sight word
- ◇ Legible letters



Score Point 1

- ◇ Student can produce sight word
- ◇ Letters may be uppercase, lowercase, or both



Score Point 1

- ◇ Student can produce sight word
- ◇ Legible letters

Rubric

Score	Grade Kindergarten – Sentences
Entering- Emerging 0	<p>Letter forming: Student cannot produce letters accurately.</p> <p>Words: Student cannot differentiate letters and words.</p> <p>Accuracy: Student can produce some or no sight words or commonly spelled words with short vowel sounds</p>
Transitioning- Expanding 1	<p>Letter forming: Student can produce some letters accurately.</p> <p>Words: Student can sometimes separate words with spaces and may not produce words in the correct sequence.</p> <p>Accuracy: Students can often produce sight words and some commonly spelled words with short vowel sounds.</p>
Commanding 2	<p>Letter forming: Student can produce letters accurately.</p> <p>Words: Student can often separate words with spaces and produce words in the correct sequence.</p> <p>Accuracy: Students can often produce sight words and commonly spelled words with short vowel sounds.</p>

Scoring Notes

Writing – Grade K Sentences Notes			
	Entering-Emerging 0	Transitioning-Expanding 1	Commanding 2
Scoring Notes	<ul style="list-style-type: none"> • Blank, no response • Language other than English • Illegible response • Unintelligible response • Irrelevant • Minimal response • A single word 	<ul style="list-style-type: none"> • First word of the sentence may or may not be capitalized • Includes most of the words in the correct order • Word spacing may be erratic • Spelling may not be grade appropriate (i.e. NOT phonetic or inventive) • Several letters may be backwards • May or may not use appropriate end punctuation 	<ul style="list-style-type: none"> • First word of the sentence may or may not be capitalized • Includes all words in the correct order • Maintains appropriate spacing • Uses grade appropriate spelling (phonetic or inventive spelling) • May contain a few backwards letters • May or may not use appropriate end punctuation

Prompt

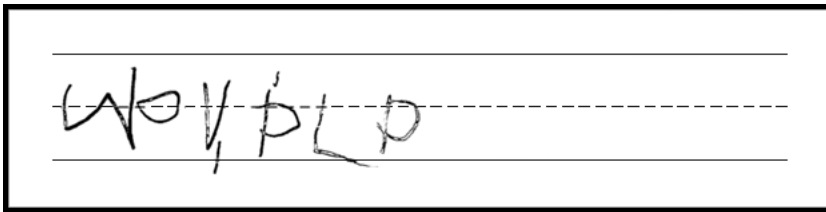
SAY Now you will write a sentence.

We will play.

Write the sentence We will play. on the blank lines.

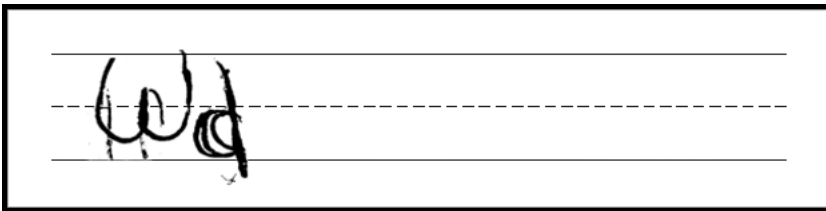
Pause. Give the students time to write the sentence We will play.

Writing—Grade K: Sentence Writing Samples



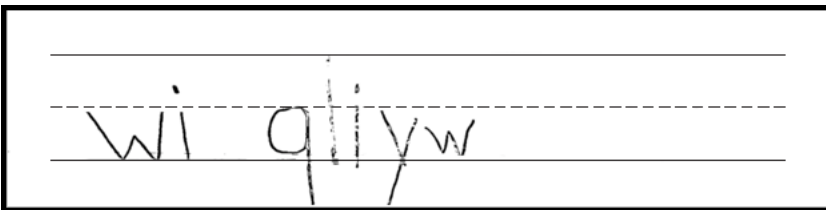
Score Point 0

- ◇ Student cannot produce sight words
- ◇ Student cannot differentiate letters and words



Score Point 0

- ◇ Student cannot produce sight words
- ◇ Student cannot differentiate letters and words
- ◇ Minimal response



Score Point 0

- ◇ Student cannot produce sight words
- ◇ Student cannot differentiate letters and words

Writing—Grade K: Sentence Writing Samples

hi we plie

Score Point 0

- ◇ Student can produce some or no sight words
- ◇ Single relevant word

we can play.

Score Point 0

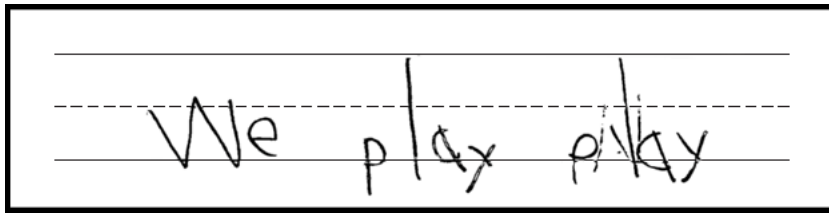
- ◇ Student can produce some or no sight words
- ◇ Single relevant word
- ◇ Minimal response

we

Score Point 0

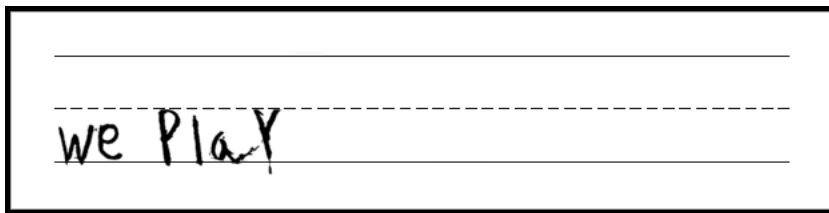
- ◇ Student can produce some or no sight words
- ◇ Single relevant word
- ◇ Minimal response

Writing—Grade K: Sentence Writing Samples



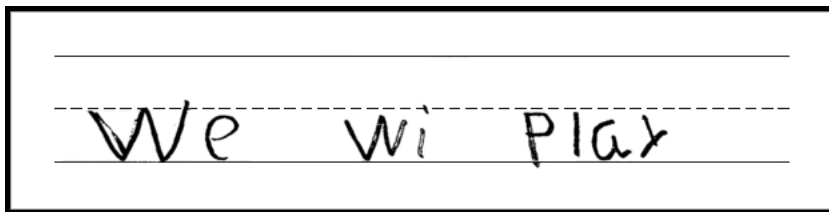
Score Point 1

- ◇ Student can often produce sight words and some commonly spelled words with short vowel sounds
- ◇ Most of correct words in correct order



Score Point 1

- ◇ Student can often produce sight words and some commonly spelled words with short vowel sounds
- ◇ Most of correct words in correct order



Score Point 1

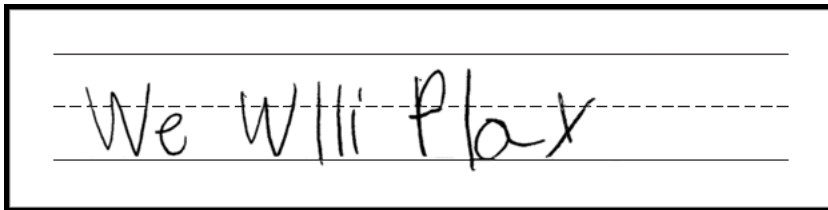
- ◇ Student can often produce sight words and some commonly spelled words with short vowel sounds
- ◇ Most of correct words in correct order
- ◇ Spelling may not be grade appropriate



We wle pley.

Score Point 1

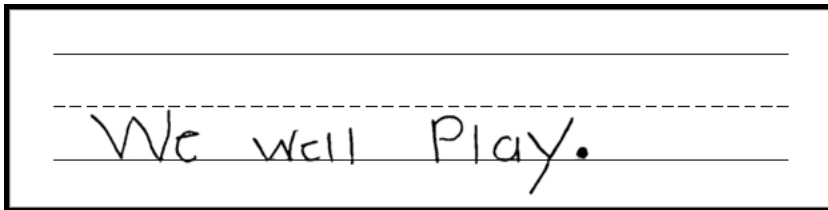
- ◇ Student can often produce sight words and some commonly spelled words with short vowel sounds
- ◇ Most of correct words in correct order
- ◇ Spelling may not be grade appropriate



We Willi Play

Score Point 1

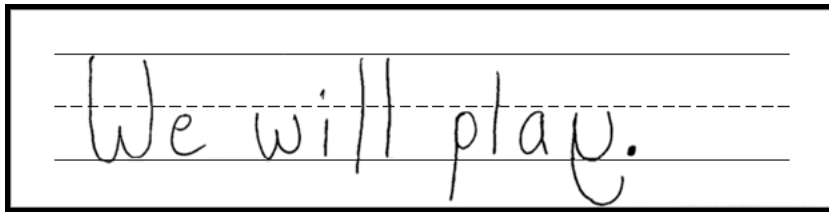
- ◇ Student can often produce sight words and some commonly spelled words with short vowel sounds
- ◇ Most of correct words in correct order
- ◇ Spelling may not be grade appropriate



We well Play.

Score Point 1

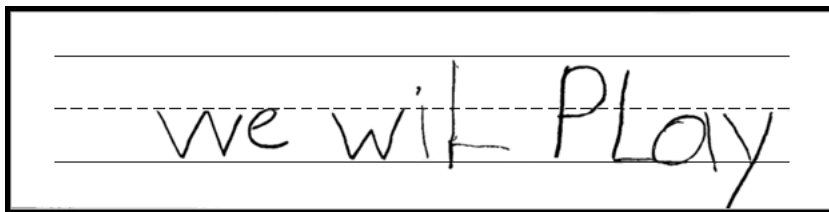
- ◇ Student can often produce sight words and some commonly spelled words with short vowel sounds
- ◇ Most of correct words in correct order
- ◇ Spelling may not be grade appropriate (non-phonemic)



We will play.

Score Point 2

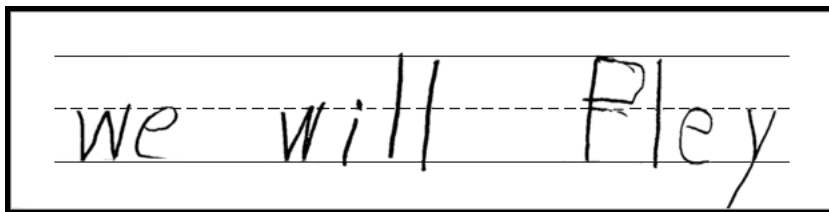
- ◇ Student can often produce sight words and some commonly spelled words with short vowel sounds
- ◇ Uses grade appropriate spelling (phonetic or inventive)
- ◇ First word of the sentence may or may not be capitalized
- ◇ May or may not use appropriate end punctuation
- ◇ Includes all words in the correct order
- ◇ Maintains appropriate spacing
- ◇ May contain a few backwards letters



we wil Play

Score Point 2

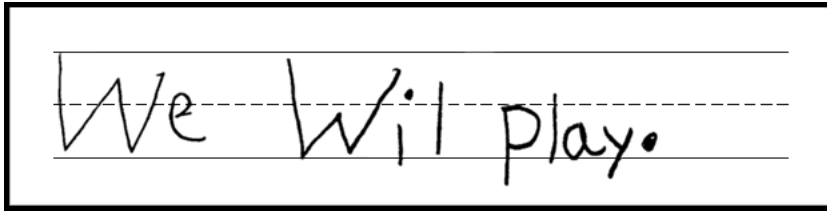
- ◇ Student can often produce sight words and some commonly spelled words with short vowel sounds
- ◇ Uses grade appropriate spelling (phonetic or inventive)
- ◇ First word of the sentence may or may not be capitalized
- ◇ May or may not use appropriate end punctuation
- ◇ Includes all words in the correct order
- ◇ Maintains appropriate spacing



we will Pley

Score Point 2

- ◇ Student can often produce sight words and some commonly spelled words with short vowel sounds
- ◇ Uses grade appropriate spelling (phonetic or inventive)
- ◇ First word of the sentence may or may not be capitalized
- ◇ May or may not use appropriate punctuation
- ◇ Includes all words in the correct order
- ◇ Maintains appropriate spacing



We Wil play.

Score Point 2

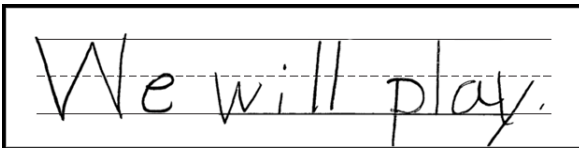
- ◇ Student can often produce sight words and commonly spelled words with short vowel sounds
- ◇ Uses grade appropriate spelling (phonetic or inventive)
- ◇ First word of the sentence may or may not be capitalized
- ◇ May or may not use appropriate end punctuation
- ◇ Includes all words in the correct order
- ◇ Maintains appropriate spacing
- ◇ Score best response if student writes multiple responses



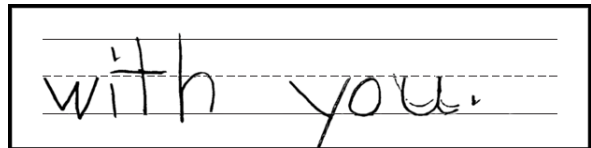
we will play

Score Point 2

- ◇ Student can often produce sight words and commonly spelled words with short vowel sounds
- ◇ Uses grade appropriate spelling (phonetic or inventive)
- ◇ First word of the sentence may or may not be capitalized
- ◇ May or may not use appropriate end punctuation
- ◇ Includes all words in the correct order
- ◇ Maintains appropriate spacing



We will play.



with you.

Score Point 2

- ◇ Student can often produce sight words and commonly spelled words with short vowel sounds
- ◇ Uses grade appropriate spelling (phonetic or inventive)
- ◇ First word of the sentence may or may not be capitalized
- ◇ May or may not use appropriate punctuation
- ◇ Includes all words in the correct order
- ◇ Maintains appropriate spacing
- ◇ May include extra text after target sentence

Writing—Grade K: SCR Rubric

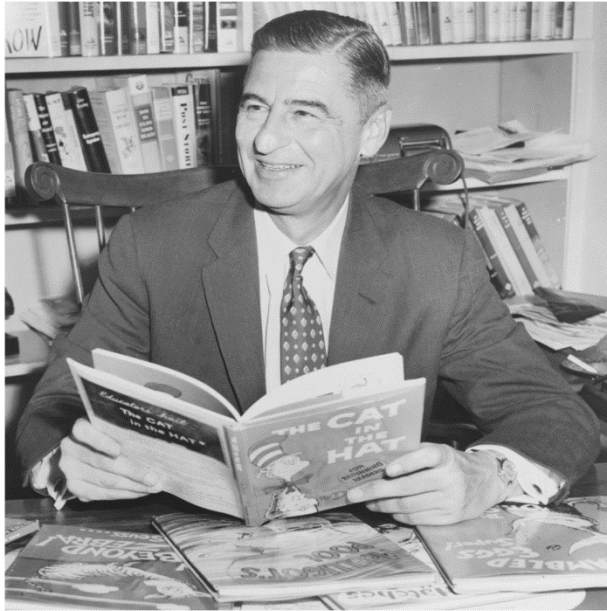
Score	Grade Kindergarten – SCR
Entering 0	<p>Complexity/Quality of Language: Response contains zero or a few words in non-English to respond to the prompt.</p> <p>Coherence of Response: Response includes zero or a few words in non-English or no drawings to provide descriptions and events to develop a story or write about a topic</p> <p>Mechanics: Response may contain errors that totally obscure meaning.</p>
Emerging 1	<p>Complexity/Quality of Language: Response contains mostly words, short phrases, and occasionally simple sentences.</p> <p>Coherence of Response: Response includes only drawings, OR word(s) and phrases and drawing(s), OR only words and phrases to minimally provide descriptions and events to develop a story or write about a topic</p> <p>Mechanics: Response may have frequent errors that obscure meaning.</p>
Transitioning 2	<p>Complexity/Quality of Language: Response contains mostly short phrases and simple sentences.</p> <p>Coherence of Response: Response includes only very detailed drawing(s), OR phrases and sentences and drawings, OR only phrases and sentences to somewhat provide descriptions and events to develop a story or write about a topic</p> <p>Mechanics: Response may have occasional errors that obscure meaning.</p>
Expanding 3	<p>Complexity/Quality of Language: Response contains mostly simple sentences.</p> <p>Coherence of Response: Response includes drawing(s) and a string of phrases and sentences, OR only a string of phrases and sentences to partially provide descriptions and events to develop a story or write about a topic</p> <p>Mechanics: Response rarely contains errors that obscure meaning.</p>
Commanding 4	<p>Complexity/Quality of Language: Response contains simple and occasionally grade-appropriate compound sentences.</p> <p>Coherence of Response: Response includes drawing(s) and a string of phrases and sentences, OR only a string of phrases and sentences to provide descriptions and events to develop a story or write about a topic</p> <p>Mechanics: Response has few or no errors that obscure meaning.</p>

2015 NYSESLAT Writing – Scoring Notes

Writing – Grade K SCR Notes / Explanatory Footnotes to the Rubric					
Dimension	Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity/ Quality of Language	Blank, no response Language other than English Illegible Response Unintelligible Response				
		Response contains mostly words, short phrases, and occasionally simple sentences	Response contains mostly short phrases and simple sentences	Response contains mostly simple sentences	Response contains simple sentences and occasionally grade-appropriate compound sentences; response may be one complex sentence although this is not expected for Kindergarteners
Coherence of Response		Response includes only drawings, OR word(s) and phrases and drawing(s), OR only words and phrases to minimally provide descriptions and events to develop a story or write about a topic	Response includes only very detailed drawing(s), OR phrases and sentences and drawings, OR only phrases and sentences to somewhat provide descriptions and events to develop a story or write about a topic	Response includes drawing(s) and a string of phrases and sentences, OR only a string of phrases and sentences to partially provide descriptions and events to develop a story or write about a topic	Response includes drawing(s) and a string of phrases and sentences, OR only a string of phrases and sentences to provide descriptions and events to develop a story or write about a topic
		Response may contain errors that totally obscure meaning	May use grade-appropriate spelling (phonetic or inventive spelling) May or may not use appropriate capitalization and punctuation Response may have frequent errors that obscure meaning	May use grade-appropriate spelling (phonetic or inventive spelling) May or may not use appropriate capitalization and punctuation Response may have occasional errors that obscure meaning	May use grade-appropriate spelling (phonetic or inventive spelling) May or may not use appropriate capitalization and punctuation Response rarely contains errors that obscure meaning
Mechanics					

Note: Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

WRITING ADMINISTRATION



SAY Theodor Geisel wrote books. He used the name Dr. Seuss when he wrote his books. His stories usually had an important message.

Dr. Seuss also liked to draw all of the pictures in his books. He drew many different types of animals. He also drew funny creatures. His books are colorful.

Dr. Seuss wrote almost 50 children’s books. Many children know about his “Cat in the Hat” books. People all over the world read his books.

Pause.

SAY Dr. Seuss was a famous author who wrote children’s books. What is your favorite book to read? Write and draw to tell about this book.

Pause.

WRITING

3

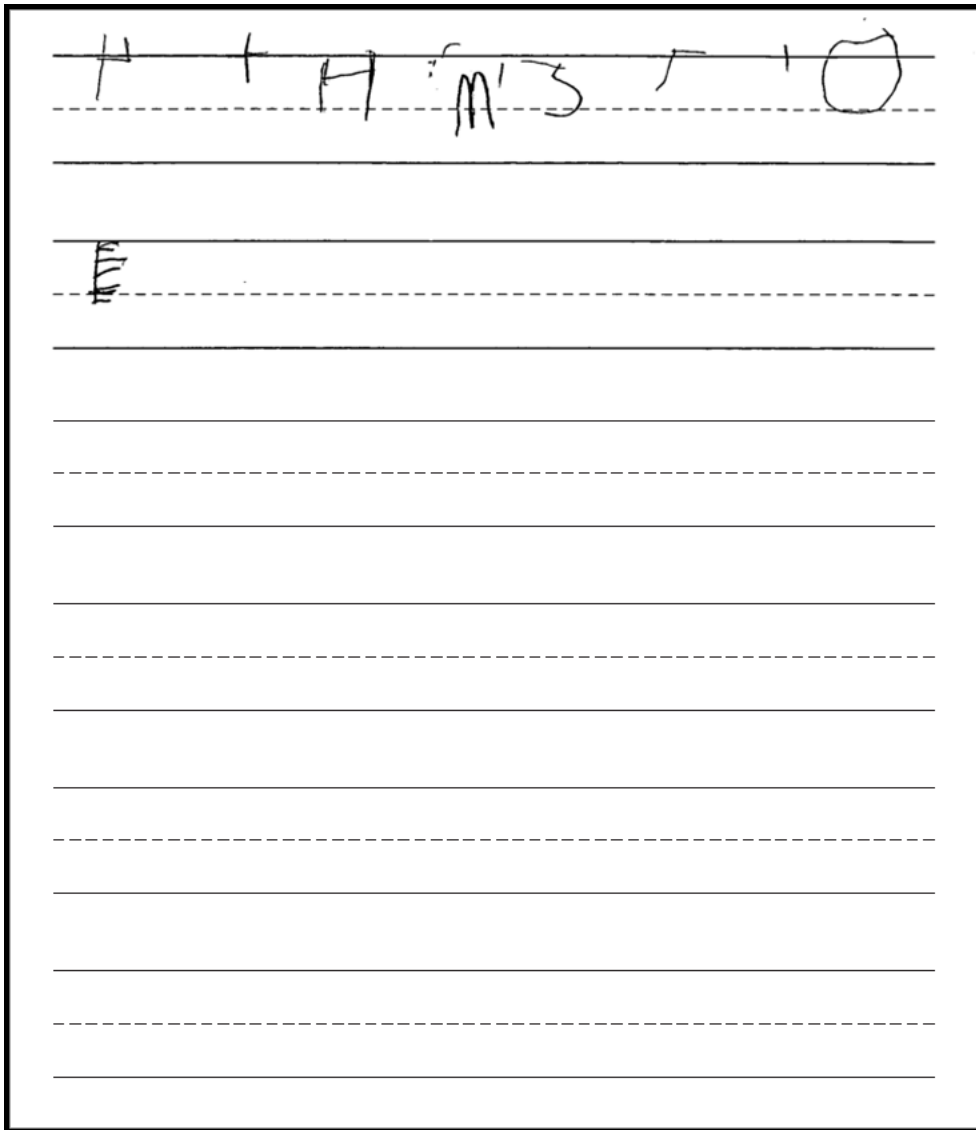
A large rectangular box containing ten sets of primary writing lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Go On 

Writing, continued

Handwriting practice area with four sets of lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.





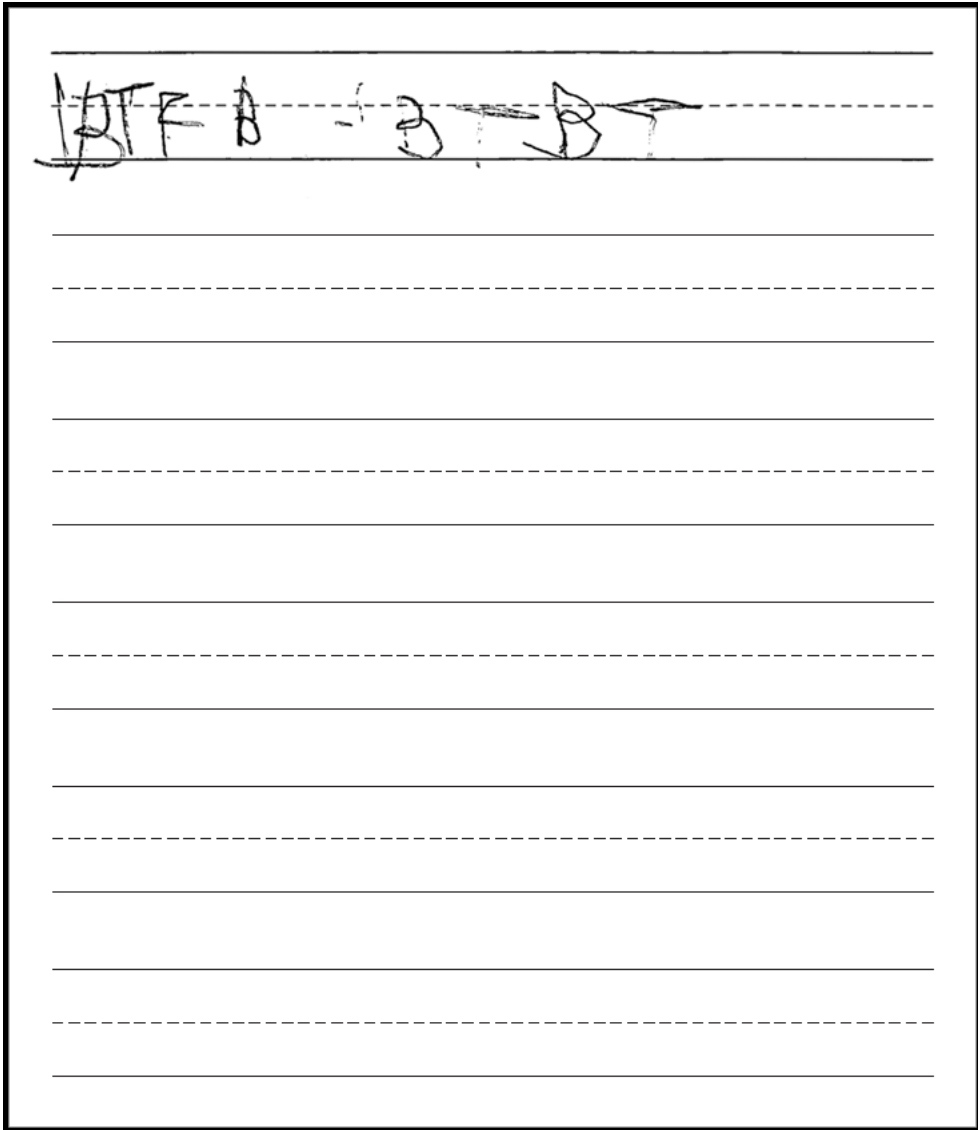
Score Point 0

- ◇ Response contains 0 words or drawings to respond to the prompt

The image shows a handwriting practice sheet with ten sets of horizontal lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. The first set of lines contains two words written in a cursive style: "mamas" and "mamas". The remaining nine sets of lines are blank.

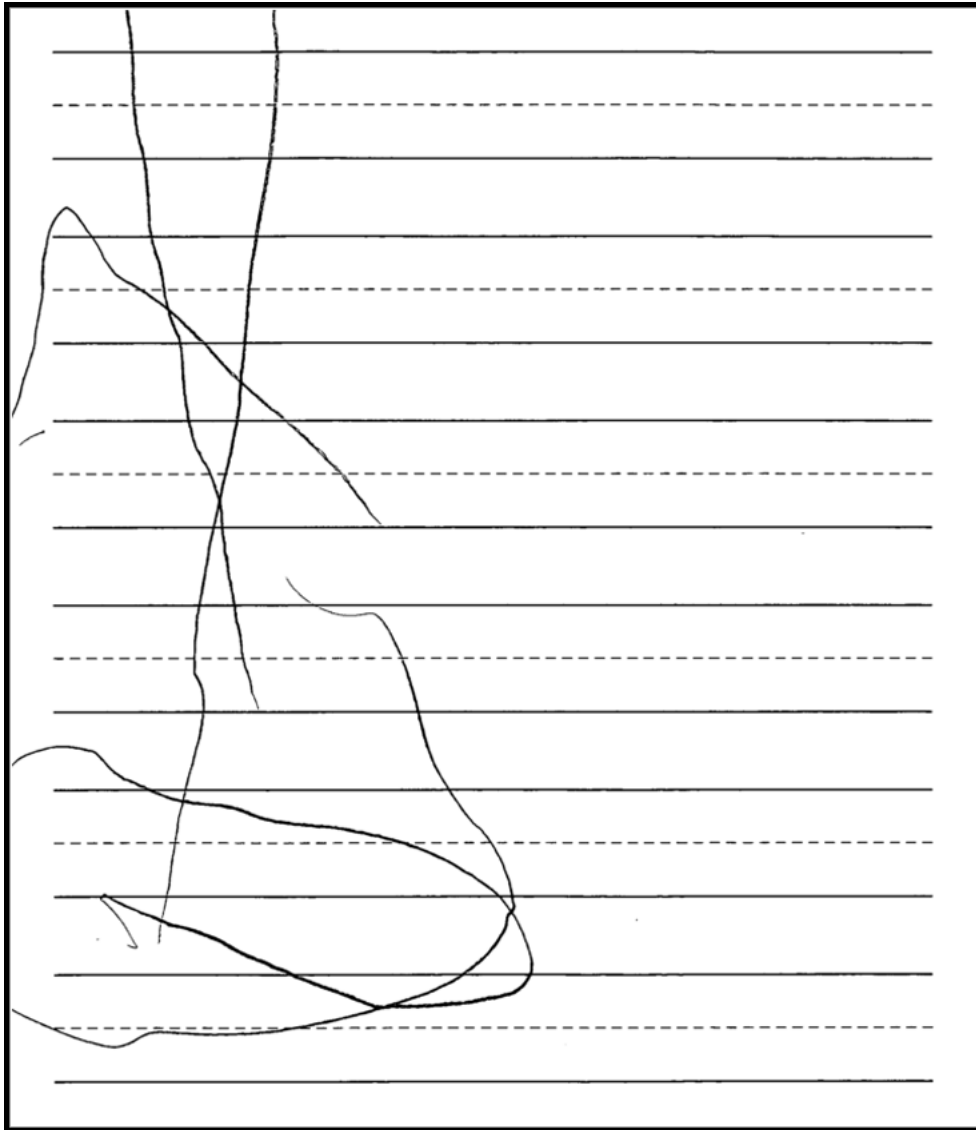
Score Point 0

- ◇ Response contains 0 words or drawings to respond to the prompt



Score Point 0

- ◇ Response contains 0 words or drawings to respond to the prompt



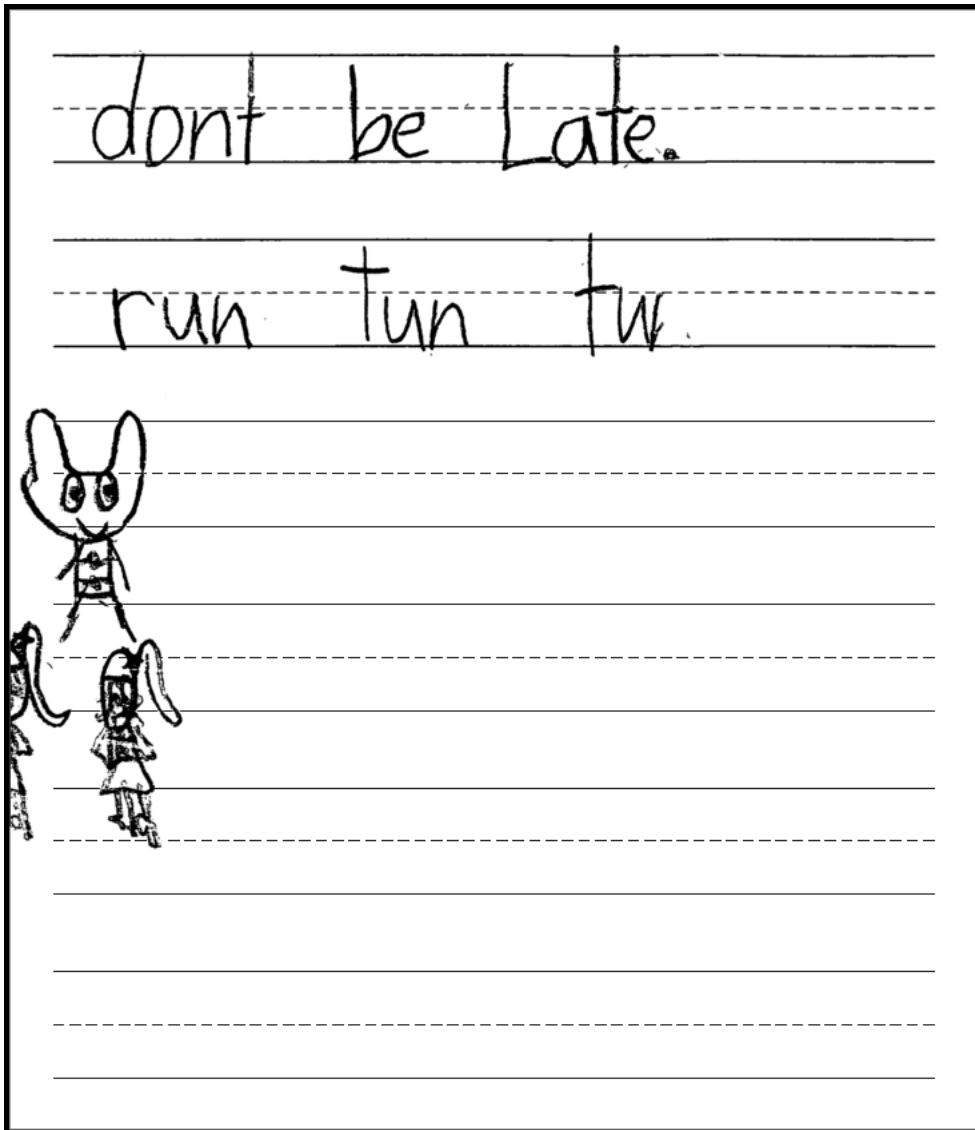
Score Point 0

- ◇ Response contains 0 words or drawings to respond to the prompt

My PAP book is
Pop.

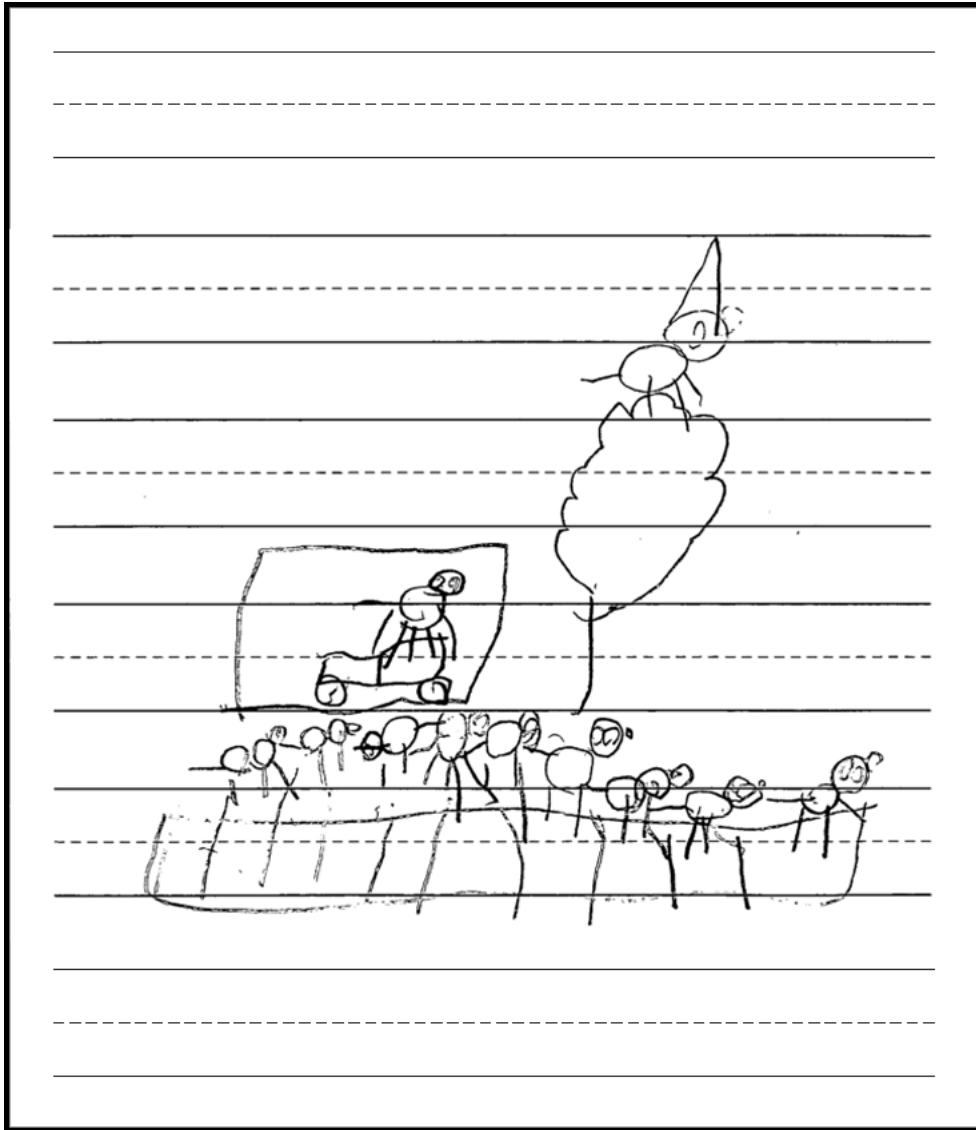
Score Point 1

- ◇ Response contains simple sentences
- ◇ Response contains frequent errors that obscure meaning



Score Point 1

- ◇ Response contains simple sentences to minimally provide descriptions
- ◇ Response contains relevant or related drawing
- ◇ Response contains frequent errors that obscure meaning
- ◇ May or may not use appropriate capitalization and punctuation



Score Point 1

- ◇ Response contains relevant or related drawing with no words
- ◇ Drawing minimally provides description

the cat and the hat.

Sptr man.

Sopt man.

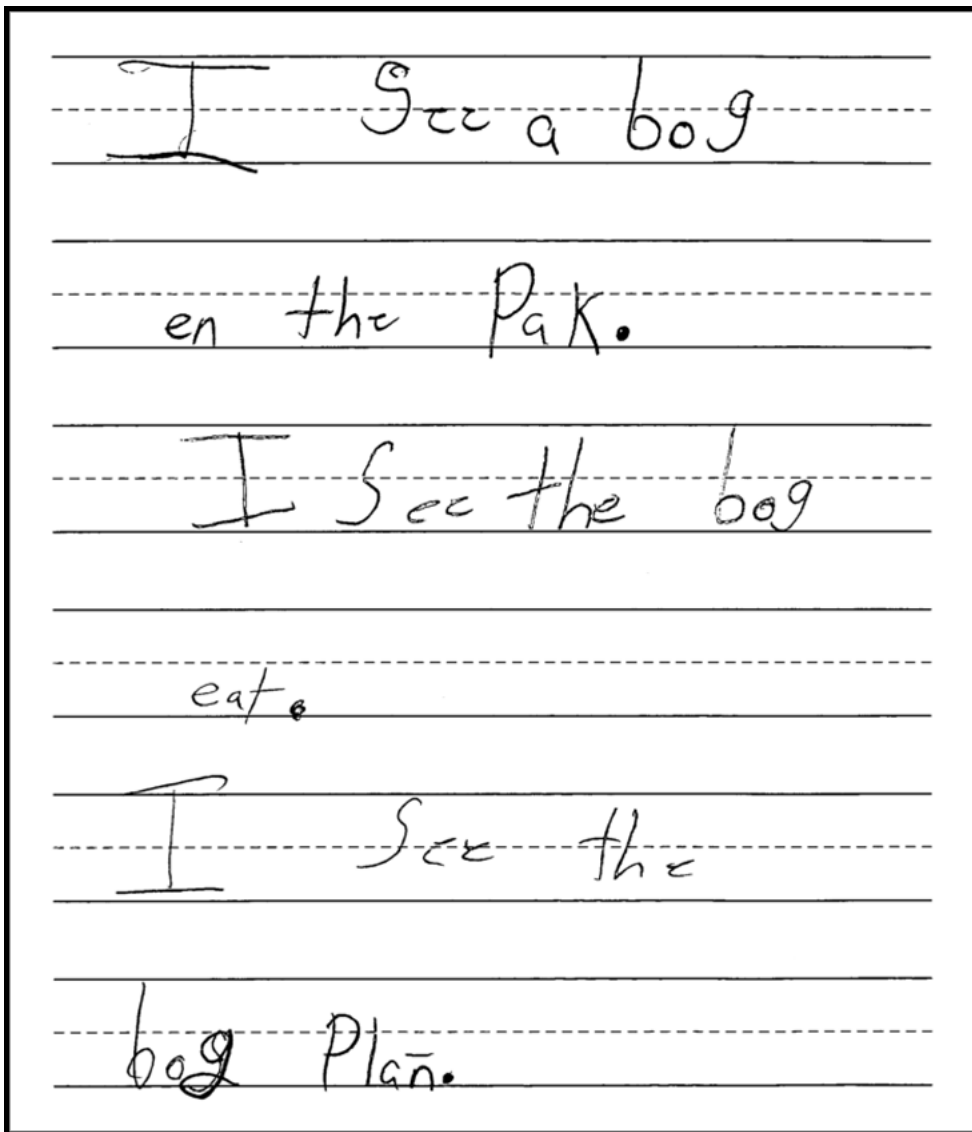
Weather.

ABC's.

canchees.

Score Point 1

- ◇ Response contains words, short phrases to minimally provide descriptions
- ◇ Response contains frequent errors that obscure meaning



Score Point 1

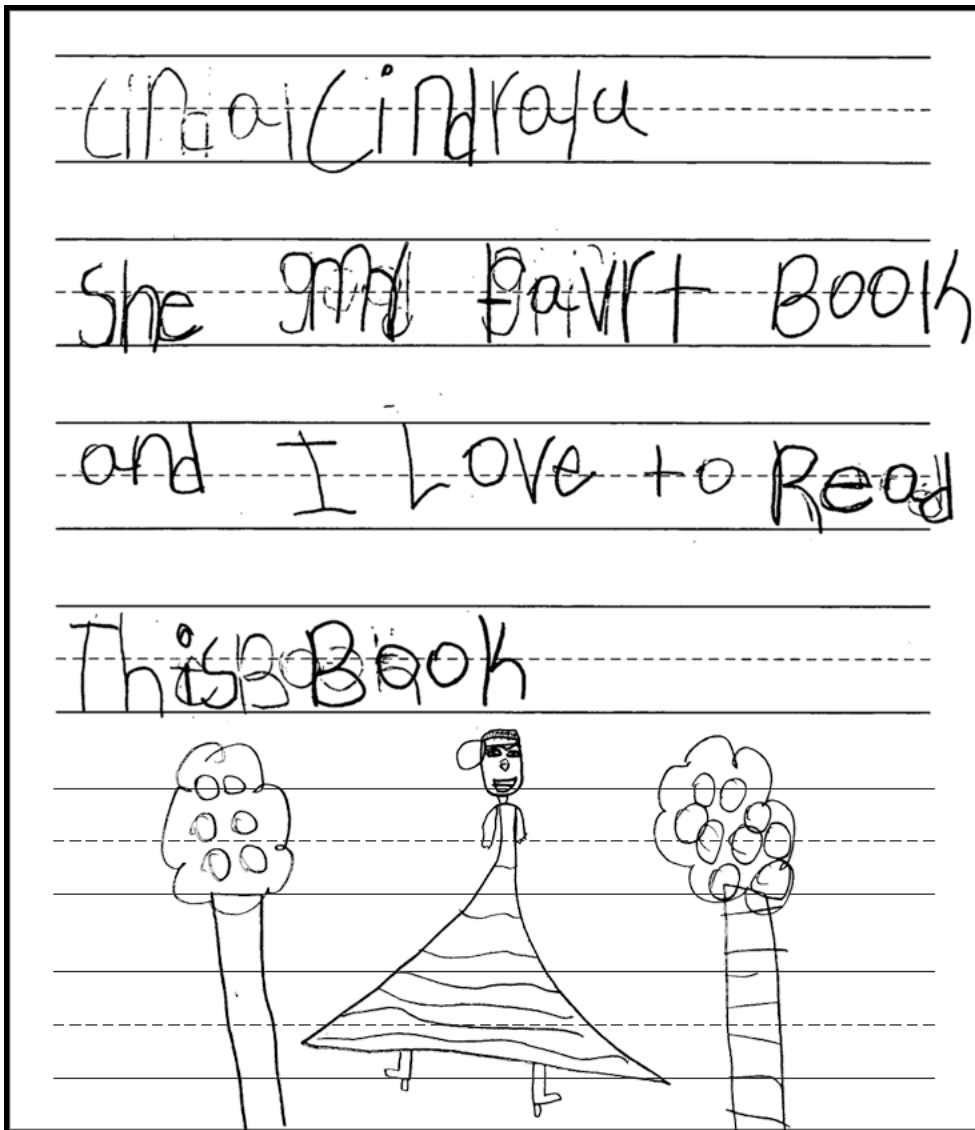
- ◇ Response is completely irrelevant to the prompt

My favorite book
to read is slypin
beauti.



Score Point 2

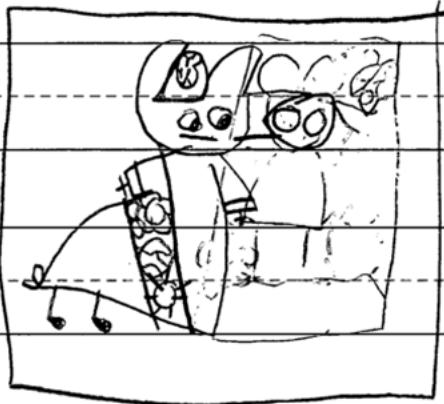
- ◇ Response contains simple sentence as well as a drawing to somewhat provide description to write about the topic
- ◇ Response contains occasional errors that obscure meaning



Score Point 2

- ◇ Response contains a phrase and simple sentence as well as a drawing to somewhat provide description to write about the topic
- ◇ Response contains occasional errors that obscure meaning

I love the peppapig
books



The drawing shows a simple line drawing of a pig-like character with large eyes and a small body, holding a book. The character is enclosed within a hand-drawn rectangular border. The drawing is positioned on a set of handwriting lines.

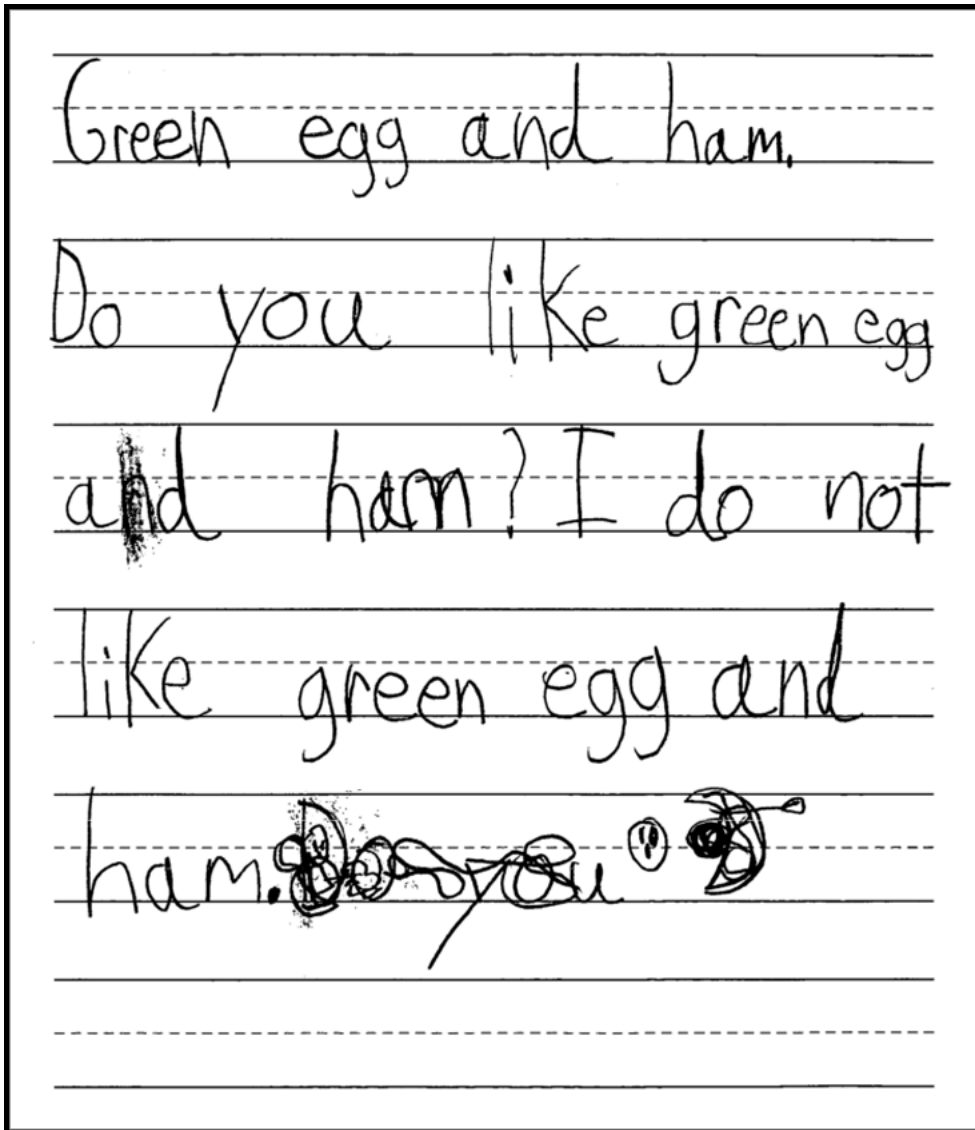
Score Point 2

- ◇ Response contains simple sentence as well as a drawing to somewhat provide description to write about the topic
- ◇ Response contains occasional errors that obscure meaning

my favorite book
is about the
rocks. the rocks
are hard. the
rocks are color
grade.

Score Point 3

- ◇ Response contains mostly simple sentences to partially provide descriptions to write about a topic
- ◇ Response rarely contains errors that obscure meaning



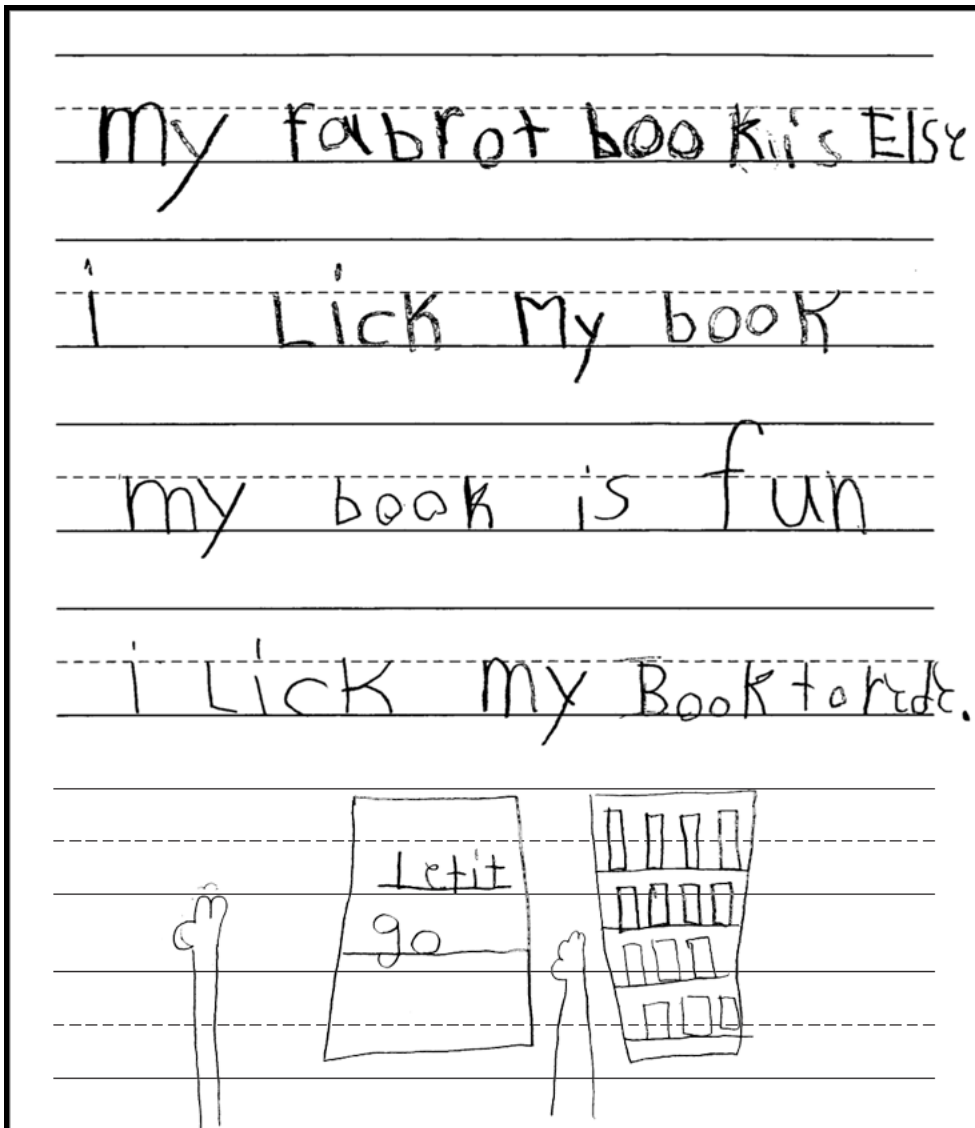
Score Point 3

- ◇ Response is at least partially relevant or related to prompt
- ◇ Response contains mostly simple sentences to partially provide descriptions to write about a topic
- ◇ Response rarely contains errors that obscure meaning

I like to wreyd
spong bobscwer pans
it is funiy he
has tow frens he
has a snall his
naym is cariy!

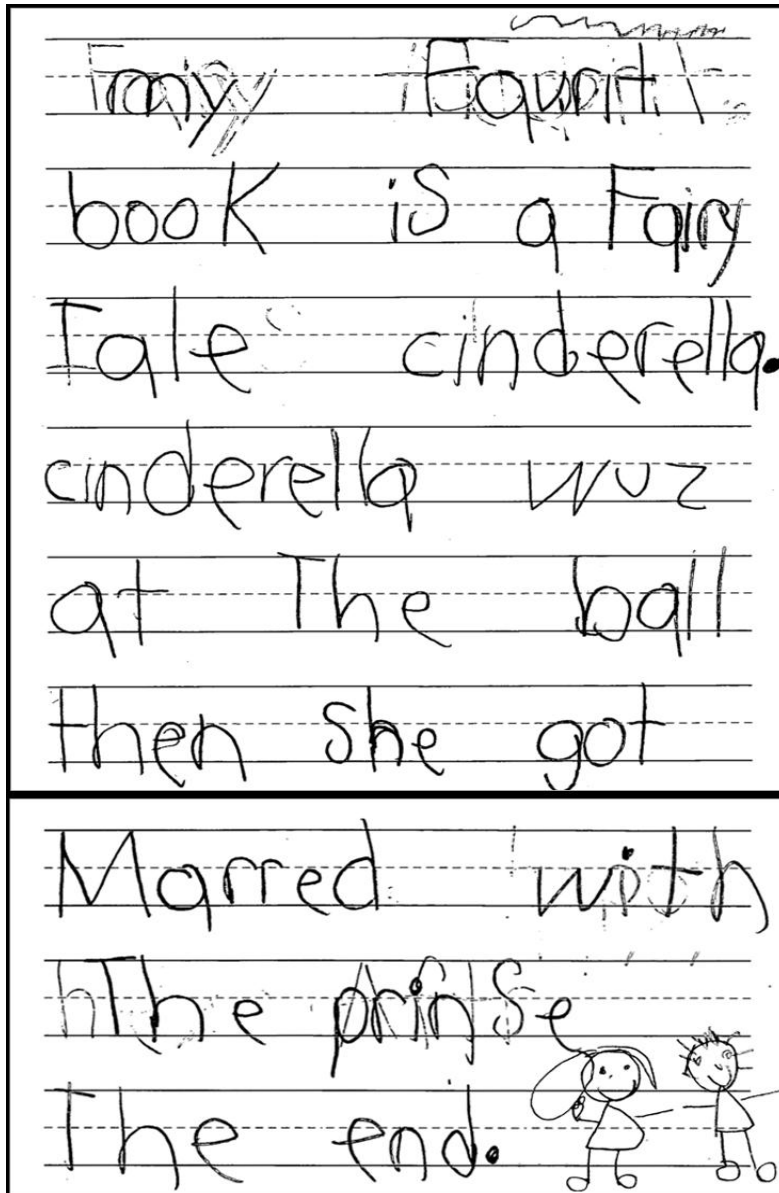
Score Point 3

- ◇ Response is relevant to prompt
- ◇ Response contains mostly simple sentences to partially provide descriptions to write about a topic
- ◇ Response rarely contains errors that obscure meaning



Score Point 3

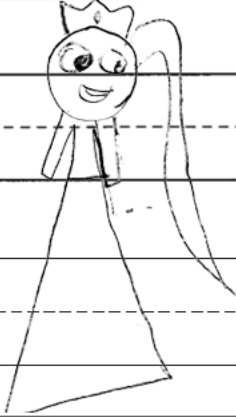
- ◇ Response is relevant to prompt
- ◇ Response contains mostly simple sentences and drawings to partially provide descriptions to write about a topic
- ◇ Response contains occasional errors that obscure meaning



Score Point 4

- ◇ Response contains simple sentences as well as drawings to provide descriptions to develop a story
- ◇ Response has few or no errors that obscure meaning

She like to read FROZEN Books and she
like the octopus Books and she read and
read and she was happ with the
MOM and DAD and she DAD was
happy.



Score Point 4

- ◇ Response contains simple sentences and occasionally grade appropriate compound sentences as well as drawings to provide descriptions to write about a topic
- ◇ Response is at least partially relevant to the prompt
- ◇ Response has few or no errors that obscure meaning

My favorite book is street Heat.

This book write a race car game
in the street, The race car driver
was fast.

Score Point 4

- ◇ Response contains simple sentences to provide descriptions to write about a topic
- ◇ Response has few or no errors that obscure meaning

Writing—Grades 1–2 Rubric

Score	Grades 1–2 SCR
Entering 0	<p>Complexity of Language: Response contains zero or few grade-appropriate words or short phrases to introduce or complete thoughts and ideas in a written text.</p> <p>Quality of Language: Response contains most common literal use of Tier 1 grade-appropriate vocabulary to describe detailed thoughts, feelings and ideas in a written text.</p> <p>Coherence of Response: Response includes zero or few transitional words that introduce and complete thoughts and ideas in a written text.</p> <p>Degree of Response: Response contains no or at least one detailed thought, feeling or idea in a written text.</p> <p>Mechanics: Response may contain errors that totally obscure meaning.</p>
Emerging 1	<p>Complexity of Language: Response contains some grade-appropriate words, short phrases, and a few simple sentences to introduce and complete thoughts and ideas in a written text.</p> <p>Quality of Language: Response contains literal use of Tier 1 and a few Tier 2 and Tier 3 grade-appropriate vocabulary to describe detailed thoughts, feelings and ideas in a written text.</p> <p>Coherence of Response: Response includes a few transitional words and at least one sentence that introduce and complete thoughts and ideas in a written text.</p> <p>Degree of Response: Response contains a few detailed thoughts, feelings and ideas in a written text.</p> <p>Mechanics: Response may have frequent errors that obscure meaning.</p>
Transitioning 2	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and at least one compound sentence to introduce and complete thoughts and ideas in a written text.</p> <p>Quality of Language: Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to describe detailed thoughts, feelings, and ideas in a written text.</p> <p>Coherence of Response: Response includes some transitional words and a few sentences to introduce and complete thoughts and ideas in a written text.</p> <p>Degree of Response: Response contains some detailed thoughts, feelings, and ideas in a written text.</p> <p>Mechanics: Response may have occasional errors that obscure meaning.</p>
Expanding 3	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and some compound sentences to introduce and complete thoughts and ideas in a written text.</p> <p>Quality of Language: Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to describe detailed thoughts, feelings, and ideas in a written text.</p> <p>Coherence of Response: Response includes many transitional words and some sentence structures to introduce and complete thoughts and ideas in a written text.</p> <p>Degree of Response: Response contains many detailed thoughts, feelings and ideas in a written text.</p> <p>Mechanics: Response rarely contains errors that obscure meaning.</p>
Commanding 4	<p>Complexity of Language: Response contains mostly grade-appropriate simple and compound sentences to introduce and complete thoughts and ideas in a written text.</p> <p>Quality of Language: Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to describe detailed thoughts, feelings, and ideas in a written text.</p> <p>Coherence of Response: Response includes many and varied transitional words and sentence structures to introduce and complete thoughts and ideas in a written text.</p> <p>Degree of Response: Response contains varied and sufficient detailed thoughts, feelings and ideas in a written text.</p> <p>Mechanics: Response has few or no errors that obscure meaning.</p>

Writing – Grades 1–2 SCR / Explanatory Footnotes to the Rubric					
Dimension	Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity of Language	Blank, no response Language other than English Illegible Response Unintelligible Response				
	Completely copied text	Adapted text if one clear, well-constructed sentence is provided			
	Isolated words or a list of words or short phrases	Response must include at least one sentence	Response must include one sentence beyond a simple sentence	Response includes both simple and some compound sentences; may include sentences beyond these	Response includes both simple and compound sentences; may include sentences beyond these
Quality of Language	Words represent only Tier 1 (most common, everyday words)	Mostly Tier 1 words with a few Tier 2 words possible	Tier 1, 2, and possibly Tier 3 words are present	Tier 1, 2, and possibly Tier 3 words are present and used appropriately; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
Coherence of Response	No coherence due to brevity	An attempt at introduction or conclusion should be present (i.e., "I like...because")	Some use of transitions, introductory words, or concluding words to establish a sense of organization	Use of transition words, introductory words, and concluding words makes organization evident	Organization is clear with an introduction and a conclusion
Degree of Response	At most one detail expressed by single words	More than one detail is included in the response	Response includes some details to express thoughts, feelings, or ideas	Response contains relevant details to support thoughts, feelings, or ideas	Response contains varied and sufficient details to support thoughts, feelings, or ideas
Mechanics	Words are unclear and meaning is mostly obscured May include inventive spelling	Some words are clear so that meaning is evident though there may be many errors May include inventive spelling	Response is mostly clear though there may be errors; L ₁ errors may be present May include inventive spelling	Response is always clear, though there may be errors; L ₁ errors may be present May include inventive spelling	Response is always clear with very few errors; L ₁ errors may be present but don't interfere with meaning May include inventive spelling

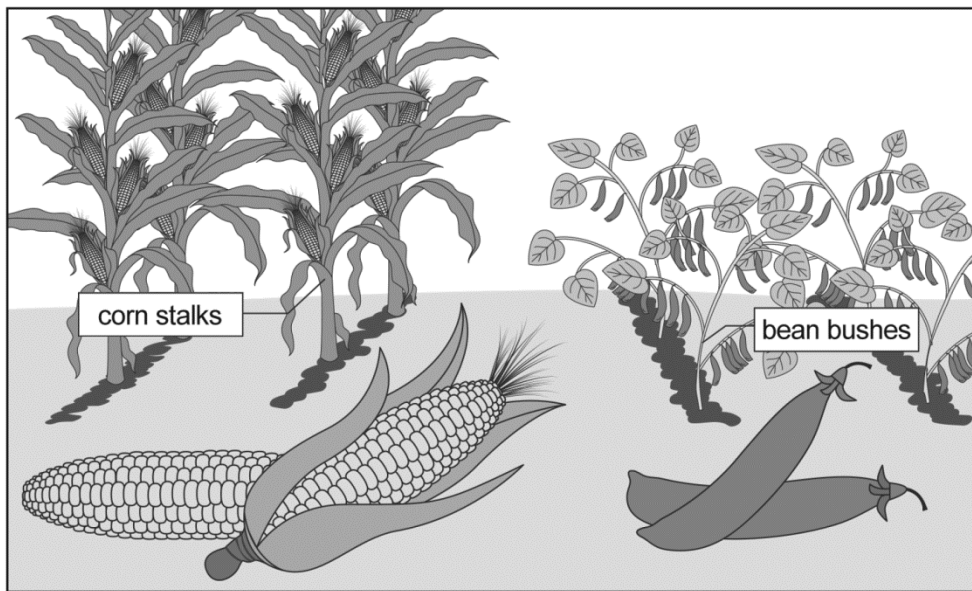
*L₁ errors refer to errors that are directly related to the structure or grammar of the native language.

Note: Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

Directions

Read the passage again. Then you will be asked to write a paragraph based on the passage.

A Special Day in the Garden



Word Box

grandmother	grows	yesterday
I	picked	today
corn	cook	beans

My grandmother grows corn and beans. Yesterday, she and I picked five ears of corn. Then, we picked some beans. Today, we will cook the corn and the beans because we want them for dinner.

Go On 

WRITING

Now read the directions below.

In the passage “A Special Day in the Garden,” how does the narrator feel about the grandmother’s garden? Write one paragraph about how the narrator feels about the garden. You can use the words in the Word Box to help you write your paragraph.

Plan your writing. Use the space below to organize your ideas about what to write. You can make notes, a web, or any other kind of organizer. Your writing on this planning page will NOT count toward your final score.

You will write your final paragraph on the next page.

Planning Page

WRITING

Checklist

- Write about the topic.
- Use details in your writing.
- Use complete sentences.
- Check your work for capitalization, punctuation, and spelling.

Use the lines below for your writing. Remember to use information from the passage to support your ideas.

Handwriting practice area with multiple sets of lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. The text "Go On" is written at the end of the final set of lines, followed by a right-pointing arrow.

WRITING

Writing, continued

Handwriting practice area with two sets of lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.



Write about the topic. Use details
in your writing.

Go On



Score Point 0

- ◇ Response contains no (adapted or original) ideas in a written text
- ◇ Completely copied text

I c o o f f n o + n e b l e y

m v c o k n p f o w s o n e t n e

h o o b p n b b e a m p h e

e o o b t o m e p n d

v y m :)


Go On



Score Point 0

- ◇ Response contains few grade-appropriate words
- ◇ Words are unclear and meaning is mostly obscured

sup cont For a

Go On 

Score Point 0

- ◇ Response contains zero or few grade-appropriate words
- ◇ Response contains no detailed thought, feeling, or idea in a written text
- ◇ Response contains errors that obscure meaning

She cook good.


yesterday she growd them.

Today she pick them.

cooks good beans.

cooks good corn.

Grandmother is nice.

Go On 

Score Point 1

- ◇ Response contains some grade-appropriate words and some simple sentences to introduce and complete thoughts in written text
- ◇ Response contains literal use of Tier 1 vocabulary
- ◇ Response contains a few detailed thoughts, and ideas in a written text

growing trees is rot! the fall to
the erite Beckos the trees
give you ogsone. has how
tany B rive,

Go On



Score Point 1

- ◇ Response contains at least one sentence
- ◇ May or may not be related or relevant to the prompt
- ◇ Some words are clear so that meaning is evident though there may be many errors

The narrator feels about
the grandmother garden
es dat ji live the garden.


Go On



Score Point 1

- ◇ Response includes at least one sentence that completes a thought in a written text
- ◇ Response may contain adapted text if one clear, well constructed sentence is provided
- ◇ Response may have frequent errors that obscure meaning

Pant is a gasse for kids and
gonup use details in your book.
Pant can grow in fields. Fields
are good to grow in are Coterr
for a good.

Go On 

Score Point 1

- ◇ Response contains some short phrases and some simple sentences to introduce and complete thoughts in written text
- ◇ Response contains mostly Tier 1 words and a few Tier 2
- ◇ Some words are clear so that meaning is evident though there may be many errors
- ◇ Response may have frequent errors that obscure meaning

They are growing corns and beans.

They grow it to cook and eat

it. They will cook the beans and the

corn. They will eat it for dinner.

They will keep growing the beans

and the corns.

Go On



Score Point 1

- ◇ Response is completely irrelevant to the prompt

Grandmother's picked
corn and beans. Today
I grows plant and
Yesterday Grandmother
cook corn and bean


Go On



Score Point 2

- ◇ Response contains mostly grade-appropriate simple sentences and at least one compound sentence to introduce and complete thoughts and ideas in a written text
- ◇ Response contains some detailed thoughts and ideas in a written text
- ◇ Response may have occasional errors that obscure meaning

She is so happy. She like to
 water the plants and she
 like to take care the garden
 and her grand mother she
 like to take care too the
 garden is so prede with
 the flowers and her


Go On 

Vestedels

Score Point 2

- ◇ Response contains mostly grade-appropriate simple sentences and at least one compound sentence to introduce and complete thoughts and ideas in a written text
- ◇ Response contains some detailed thoughts and ideas in a written text
- ◇ Response may have occasional errors that obscure meaning


The narrator feel good about the
garden. because in the garden they
are corn. The grandmother took care of
the garden

Go On 

Score Point 2


- ◇ Response includes one sentence beyond a simple sentence
- ◇ Response includes a few sentences to introduce and complete thoughts and ideas in a written text
- ◇ Response may have occasional errors that obscure meaning

They want to eat acorns
for dinner because I think
they like acorns for
dinner that's what the
the story is telling me.

Go On 

Score Point 2

- ◇ Response contains mostly grade-appropriate simple sentences and at least one compound sentence to introduce and complete thoughts and ideas in a written text
- ◇ Response may or may not be related or relevant to the prompt if the writing is clear and well constructed
- ◇ Response contains some detailed thoughts and ideas in a written text
- ◇ Response may have occasional errors that obscure meaning

They feel happ because they
have a nice garden. And Scare because
the bug and the bees.
Upset because she can
not step on the flower and
if she step on the flower the
flower will be brake. Go On 

Score Point 3

- ◇ Response contains mostly grade-appropriate simple sentences and a complex sentence to introduce and complete thoughts and ideas in a written text (complex would be considered beyond compound)
- ◇ Response is relevant to the prompt
- ◇ Response contains relevant details to support thought, feelings, or ideas
- ◇ Response rarely contains errors that obscure meaning

I think the narrator feels
 happy about because the grand-
 ma could not eat and if the
 grandma does not have
 money she can't buy food and she
 will be hungry and she does not
 have food to eat too


Go On 

so I think the narrator feel happy
 about it

Score Point 3

- ◇ Response contains mostly grade-appropriate simple sentences and at least one sentence beyond a simple sentence
- ◇ Response is relevant to the prompt
- ◇ Use of introductory and concluding words makes organization evident
- ◇ Response contains many detailed thoughts, feelings, and ideas in a written text
- ◇ Response rarely contains errors that obscure meaning

I think the narrator feels curiosity about how to plant corns, and beans. Because if he would have invited someone to dinner, He would just use a Cookbook to cook corns, and beans so it would taste good and be healthy. the Childs grandma had plant corns yesterday.

Go On 

Score Point 3

- ◇ Response contains mostly grade-appropriate simple sentences and at least one sentence beyond a simple sentence
- ◇ Response is relevant to the prompt
- ◇ Response includes some sentence structures to introduce and complete thoughts and ideas in a written text
- ◇ Response has few or no errors that obscure meaning

The narrator feels thankful about the garden. For example, yesterday they picked corns & beans. Also, they cooked the corns & beans because they want them for dinner. This shows that the narrator feels


Go On



thankful about the garden.

Score Point 4

- ◇ Response includes varied and sufficient detailed thoughts, feelings, and ideas in a written text
- ◇ Response is related to the prompt
- ◇ Organization is clear with an introduction and a conclusion
- ◇ Response has few or no errors that obscure meaning

There was a grandmother that
 had a garden. In the garden there
 was corn and beans. The grandmother
 and a girl were picking the
 corn and beans and the
 girl said I want the corn
 and the bean for dinner. **Go On** 

So the grandmother cooked the
 corn and beans for dinner.

Score Point 4

- ◇ Response contains mostly grade-appropriate simple, compound, and complex sentences to introduce and complete thoughts and ideas in a written text (complex would be considered beyond expectations)
- ◇ Response is related to the prompt
- ◇ Response includes many and varied transitional words and sentence structures to introduce and complete thoughts and ideas in a written text
- ◇ Response contains varied and sufficient detailed thoughts, feelings, and ideas in a written text
- ◇ Response has few or no errors that obscure meaning

Writing—Grade 3–4: Rubric

Score	Grades 3–4 – SCR
Entering 0	<p>Complexity of Language: Response contains zero or few grade-appropriate words or short phrases.</p> <p>Quality of Language: Response contains most common literal use of Tier 1 grade-appropriate vocabulary to describe detailed ideas and facts.</p> <p>Coherence of Response: Response includes zero or few transitional words that introduce, develop, link, or complete ideas and facts.</p> <p>Degree of Response: Response contains no or at least one detailed idea or fact in response to the prompt.</p> <p>Mechanics: Response may contain errors that totally obscure meaning.</p>
Emerging 1	<p>Complexity of Language: Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p>Quality of Language: Response contains literal use of Tier 1 and a few Tier 2 or Tier 3 grade-appropriate vocabulary to describe detailed ideas and facts.</p> <p>Coherence of Response: Response includes a few transitional words and at least one sentence structure that introduces, develops, links, or completes ideas and facts.</p> <p>Degree of Response: Response contains a few detailed ideas and facts in response to the prompt.</p> <p>Mechanics: Response may have frequent errors that obscure meaning.</p>
Transitioning 2	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and at least one complex sentence.</p> <p>Quality of Language: Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to describe detailed ideas and facts.</p> <p>Coherence of Response: Response includes some transitional words and a few sentence structures that introduce, develop, link, or complete ideas and facts.</p> <p>Degree of Response: Response contains some detailed ideas and facts in response to the prompt.</p> <p>Mechanics: Response may have occasional errors that obscure meaning.</p>
Expanding 3	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and some complex sentences.</p> <p>Quality of Language: Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to describe detailed ideas and facts.</p> <p>Coherence of Response: Response includes many transitional words and some sentence structures that introduce, develop, link, or complete ideas and facts.</p> <p>Degree of Response: Response contains many detailed ideas and facts in response to the prompt.</p> <p>Mechanics: Response rarely contains errors that obscure meaning.</p>
Commanding 4	<p>Complexity of Language: Response contains mostly grade-appropriate simple and complex sentences.</p> <p>Quality of Language: Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to describe detailed ideas and facts.</p> <p>Coherence of Response: Response includes many and varied transitional words and sentence structures that introduce, develop, link, or complete ideas and facts.</p> <p>Degree of Response: Response contains varied and sufficient detailed ideas and facts in response to the prompt.</p> <p>Mechanics: Response has few or no errors that obscure meaning.</p>

Writing—Grade 3–4: Scoring Notes

Writing – Grades 3–4 SCR / Explanatory Footnotes to the Rubric					
Dimension	Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity of Language	Blank, no response Language other than English Illegible Response Unintelligible Response				
	Completely copied text	Adapted text if one clear, well-constructed sentence is provided			
Quality of Language	Isolated words or a list of words or short phrases	Response must include at least one sentence	Response must include one sentence beyond a simple sentence (may be expanded or complex)	Response includes both simple and some complex sentences; may include sentences beyond these	Response includes both simple and complex sentences; may include sentences beyond these
	Words represent only Tier 1 (most common, everyday words)	Mostly Tier 1 words with a few Tier 2 or Tier 3 words possible	Tier 1, 2, and possibly Tier 3 words are present	Tier 1, 2, and possibly Tier 3 words are present and used appropriately; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
Coherence of Response	No coherence to the response due to brevity	An attempt at organization is evident	Some use of words or phrases that establish a sense of organization (introduction, linking, development, or conclusion)	Use of transition words, introductory words, and concluding words makes organization evident	Organization is clear with an introduction and a conclusion
Degree of Response	At most one detail expressed by single words	More than one detail is included in the response	Response includes some details to express ideas or facts	Response contains relevant details to support ideas or facts	Response contains varied and sufficient details to support ideas or facts
Mechanics	Words are unclear and meaning is mostly obscured May include inventive spelling	Some words are clear so that meaning is evident though there may be many errors May include inventive spelling	Response is mostly clear though there may be errors; L ₁ errors may be present May include inventive spelling	Response is always clear, though there may be errors; L ₁ errors may be present May include inventive spelling	Response is always clear with very few errors; L ₁ errors may be present but don't interfere with meaning May include very little inventive spelling

* L₁ errors refer to errors that are directly related to the structure or grammar of the native language.

Note: Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

Writing—Grade 5–6: Rubric

Score	Grades 5–6 SCR
Entering 0	<p>Complexity of Language: Response contains zero or few grade-appropriate words and short phrases.</p> <p>Quality of Language: Response contains most common literal use of Tier 1 grade-appropriate vocabulary to precisely describe detailed ideas and facts.</p> <p>Coherence of Response: Response includes zero or few transitional words that orient the reader, logically develop ideas using transitions, or provide closure in a written text.</p> <p>Degree of Response: Response contains no or at least one precisely described detailed idea or fact in written text.</p> <p>Mechanics: Response may contain errors that totally obscure meaning.</p>
Emerging 1	<p>Complexity of Language: Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p>Quality of Language: Response contains literal use of Tier 1 and a few Tier 2 and Tier 3 grade-appropriate vocabulary to precisely describe detailed ideas and facts.</p> <p>Coherence of Response: Response includes a few transitional words and at least one sentence structure that orient the reader, logically develop ideas using transitions, or provide closure in a written text.</p> <p>Degree of Response: Response contains a few precisely described detailed ideas and facts in a written text.</p> <p>Mechanics: Response may have frequent errors that obscure meaning</p>
Transitioning 2	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and at least one complex sentence.</p> <p>Quality of Language: Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to precisely describe detailed ideas and facts in a written text.</p> <p>Coherence of Response: Response includes some transitional words and a few sentence structures that orient the reader, logically develop ideas using transitions, or provide closure in a written text.</p> <p>Degree of Response: Response contains some precisely described detailed ideas and facts in a written text.</p> <p>Mechanics: Response may have occasional errors that obscure meaning.</p>
Expanding 3	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and some complex sentences.</p> <p>Quality of Language: Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to precisely describe detailed ideas and facts in a written text.</p> <p>Coherence of Response: Response includes many transitional words and some sentence structures that orient the reader, logically develop ideas using transitions, or provide closure in a written text.</p> <p>Degree of Response: Response contains many precisely described detailed ideas and facts in a written text.</p> <p>Mechanics: Response rarely contains errors that obscure meaning.</p>
Commanding 4	<p>Complexity of Language: Response contains mostly grade-appropriate simple and complex sentences.</p> <p>Quality of Language: Response contains literal, figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to precisely describe detailed ideas and facts in a written text.</p> <p>Coherence of Response: Response includes many and varied transitional words and sentence structures that orient the reader, logically develop ideas using transitions, or provide closure in a written text.</p> <p>Degree of Response: Response contains varied and sufficient precisely described detailed ideas and facts in a written text.</p> <p>Mechanics: Response has few or no errors that obscure meaning.</p>

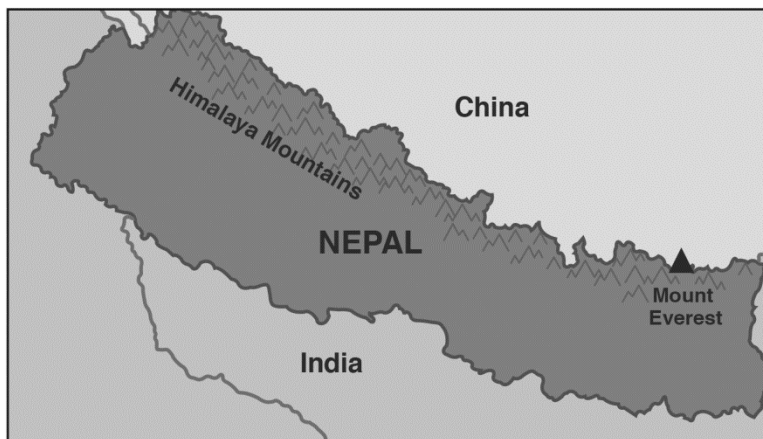
Writing – Grades 5–6 SCR / Explanatory Footnotes to the Rubric				
Dimension	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity of Language	Blank, no response Language other than English Illegible Response Unintelligible Response	Adapted text if one clear, well-constructed sentence is provided	Response includes both simple and some complex sentences; may include sentences beyond these	Response includes both simple and complex sentences; may include sentences beyond these
Quality of Language	Completely copied text	Response must include at least one sentence	Response must include one sentence beyond a simple sentence (may be expanded or complex)	Response includes both simple and complex sentences; may include sentences beyond these
Coherence of Response	Isolated words or a list of words or short phrases	Mostly Tier 1 words with a few Tier 2 or Tier 3 words possible	Tier 1, 2, and possibly Tier 3 words are present; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
Degree of Response	Words represent only Tier 1 (most common, everyday words)	The use of transition words and at least one sentence to attempt organization is evident	Some use of transition words and sentences that establish a sense of organization (orientation, linking, development, or conclusion)	Use of transition words and sentences provides clear organization (orientation, linking, development, or conclusion)
Mechanics	No coherence to the response due to brevity	More than one detail is included in the response	Response includes some precise details to express ideas or facts	Response contains varied and sufficient precise details to support ideas or facts
Mechanics	At most one detail expressed by single words	Some words are clear so that meaning is evident though there may be many errors	Response is mostly clear though there may be errors; L ₁ errors may be present	Response is always clear with very few errors; L ₁ errors may be present but don't interfere with meaning
Mechanics	Words are unclear and meaning is mostly obscured	May include inventive spelling	May include inventive spelling	

* L₁ errors refer to errors that are directly related to the structure or grammar of the native language.

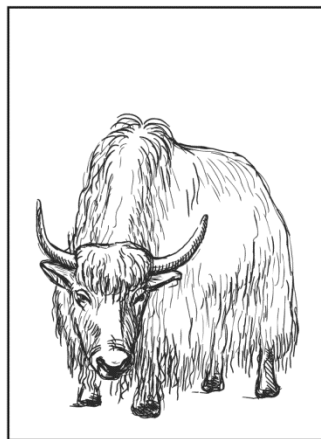
Note: Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

Directions

Read the passage again. Then you will be asked to write a paragraph based on the passage.

The Sherpa People of Nepal

Map of Nepal



Yak

- 1 Nepal is a country that lies between China and India. Most people in Nepal live in the central and southern regions. Nepal's northern side is formed by the Himalaya mountain range. One ethnic group that lives in Nepal are the Sherpa people. Many Sherpas live around the southern base of Mount Everest, which is the tallest mountain in the world.
- 2 Nepal's climate is arctic in the mountains' high altitudes. Severely cold winds blow. Glaciers and heavy snow are found in the mountains. The Sherpas are used to living at high altitudes in extreme weather. Their villages are located more than 10,000 feet above sea level.
- 3 The mountains are so steep the Sherpas can't use cars. Because of this, they hike everywhere and carry items that they need on their backs. Sometimes they use animals to carry very heavy loads. One animal they use is called a yak. A yak is like a cow, but it has thick fur. The fur keeps the yak warm. Its large feet with hooves help it successfully navigate snowy paths and icy slopes. The Sherpas use yak wool to make warm clothing. They use yak milk to make butter. A favorite Sherpa meal is a crisp potato pancake served with yak butter.
- 4 The Sherpa people are famous for their mountain-climbing ability. Every year, visitors come to Nepal to climb Mount Everest. Because the Sherpas are so good at hiking in the mountains, people often hire them as guides.

Go On 

WRITING

Now read the directions below.

Think about where the Sherpa people live and how they live. Why are yaks important to how the Sherpa people live? Write one paragraph explaining why yaks are important to the Sherpa people. Use information from the passage to support your reasons.

Plan your writing. Use the space below to organize your ideas about what to write. You can make notes, a web, or any other kind of organizer. Your writing on this planning page will NOT count toward your final score.

You will write your final paragraph on the next page.

Planning Page

Nepal's climat



Score Point 0

- ◇ Response contains no (adapted or original) idea or fact
- ◇ Copied phrase verbatim

The mountains are steep the Sherpas can't use cars. Because of this, they hike everywhere and carry items that they need on their backs. Sometimes they use animals to carry very heavy loads. One animal they use is called a yak. A yak is like a cow, but it has thick fur. The fur keeps the yak warm. It has large feet with hoove help's it successfully navigate snowy paths and ice slopes. The sherpas use yak wool to make warm clothing. They use yak milk to make butter. A favorite sherpa meal is a- crisps potato pancake served with yak butter.



Score Point 0

- ◇ Response contains no (adapted or original) idea or fact
- ◇ Copied paragraph verbatim

The many Sherpas live around the Southern base of Mount Everest, which is the tallest mountain in the world. The mountain are so steep the sherpas can't use a cars. Because of this, they hike everywhere and carry items that they need on their backs. Sometimes they use animals to carry very heavy loads. One animal they use is called a yak. A yak is like a cow, but it has thick fur. The fur keeps the yak warm. Its large feet with hooves help it successfully navigate snowy paths and icy slopes. The sherpas use yak wool to make warm clothing. They use yak milk to make butter. A favorite Sherpa meal is a crisp Pottate parake served with yak butter. And thats why yaks important for sherpas people.

STOP

Score Point 1

- ◇ Response contains some grade-appropriate words
- ◇ One adapted sentence (remaining text is copied verbatim from the prompt)
- ◇ Response includes at least one sentence structure that provides closure in a written text

The yark is importan. Because The Sherpas use yark wool to make warm clothing. They use yark milk to make butter. A favorite sherpa meal is a Crisp potato pancake serred with yark butter.

The sherpa people are fomous for their mountain Climbing ability. Every year, visitors come to Nepal to Climb Mount Everest. Because the Sherpas are so good at hiking in the amountains people often hire them as guide.

STOP

Score Point 1

- ◇ Response contains some grade-appropriate words and a sentence
- ◇ Single original sentence (remaining text is copied verbatim from the prompt)
- ◇ Response includes at least one sentence structure that orients the reader

They live like a family would live.
They do fun things together. They do the
snow races with the dogs. Finally does
are something's that they do.



Score Point 1

- ◇ Response contains some grade-appropriate words and a few sentences
- ◇ Response contains literal use of Tier 1 and a few Tier 2 grade-appropriate vocabulary
- ◇ May or may not be related or relevant to the prompt
- ◇ More than 1 detail is included in the response
- ◇ Response may have frequent errors that obscure meaning

be take about people and yak's.
 The people is no used tracks on.
 Train is used the animals. example
 like if the people want take som-
 thing is cant take. used animals for
 take this.
 yak's is cows but is help people.
example. the people is used yak's
 for take something on. the people
 is rude. The yak's if is snow or
 if is take.



Score Point 1

- ◇ Response contains some grade-appropriate words and sentences
- ◇ Response contains literal use of Tier 1 and a few Tier 2 grade-appropriate vocabulary
- ◇ More than one detail is included in the response
- ◇ Response contains frequent errors that obscure meaning

I think the yaks are important because they carry heavy stuff, and the people can't use cars because the mountains are so steep. Yaks give milk and butter (food) you can use the yak's fur to make warm clothes.



Score Point 2

- ◇ Response contains mostly grade-appropriate simple sentences and at least one complex sentence
- ◇ Relevant to prompt
- ◇ Response includes some precise details
- ◇ Includes inventive spelling
- ◇ Response is mostly clear, errors may occasionally obscure meaning


The Sherpas of Nepal can't use cars they have to ride a yak. They use yaks - fur for warm clothing, food and shelter. The Sherpas hike a long way. They use yak to make milk to make butter. When the visitors came to Nepal to climb the mountain Everest because the Sherpas are so good at hiking in the mountains people often hire them as guides. Yaks are like cows but it has very thick fur.



Score Point 2

- ◇ Response contains mostly grade-appropriate simple sentences and at least one complex sentence
- ◇ Relevant to prompt
- ◇ Response includes some precise details
- ◇ Response is mostly clear, errors may occasionally obscure meaning

sometimes they use the animals to carry very heavy loads. To carry very heavy loads go away. They like the animals because the animals help them to carry very heavy loads. They use the animals to go the mountain. They think it is good to hiking in the mountain because people often hire them as guides. They think the animals are cold. They use the animal to go away the mountain. They use the cow get the milk. They around in the southern. They climb the mountain. They use the cow get the milk to make butter.



Score Point 2

- ◇ Response contains mostly grade-appropriate simple sentences and at least one complex sentence
- ◇ Relevant to prompt
- ◇ Response contains at least one sentence structure that orients the reader (lacking in organization)
- ◇ Response includes some precise details
- ◇ Response is mostly clear, errors may occasionally obscure meaning

One reason that yaks are important to the Sherpa people because the sherpa people use the yaks to carry every heavy load. For example "Sometimes they use animals to carry every heavy loads." Another reason is that sherpa people use the yak wool to make warm clothing. ~~has~~ example is that they use yak to make milk and butter.



Score Point 3

- ◇ Response contains mostly grade-appropriate simple sentences and complex sentences
- ◇ Relevant to the prompt
- ◇ Response includes transitional words and some sentence structures that orient the reader, logically develop ideas and provide closure in a written text
- ◇ Transitioning Degree of Response - Response contains some precisely detailed ideas and facts in a written text (not many precisely detailed ideas and facts)
- ◇ Response is clear, errors exist, but rarely obscure meaning

Yaks are important to the sherpa's people because they need them for the food and clothes. sherpas people could make out of them for example: milk, butter, and warm clothes to keep the sherpas people warm. In the text it says "The sherpas use yak wool to make warm clothing." In addition, in the text it says "They use yaks milk to make butter." That why yaks are important to sherpas to help with their needs (food and clothes).



Score Point 3

- ◇ Response contains mostly grade-appropriate simple sentences and some complex sentences
- ◇ Relevant to the prompt
- ◇ Response includes transitional words and some sentence structures that orient the reader, logically develop ideas and provide closure in a written text
- ◇ Response contains many precisely detailed ideas and facts in a written text
- ◇ Response is clear, errors exist, but rarely obscure meaning

Yaks are important to the Sherpa people because the Sherpa people use yaks to carry very heavy loads. Yaks are important to Sherpa people because the Sherpa people make butter from yaks milk. They need butter because they put it on their food like potato pancakes. Yaks are important to the Sherpa people because Sherpa people use yaks' warm fur to keep them warm in the cold weather. They use yaks' fur because yaks' fur are so warm in the winter and they use it for clothing. Yaks are important because their large feet with hooves help them successfully navigate snowy paths and icy slopes.



Score Point 3

- ◇ Response contains mostly grade-appropriate simple sentences and complex sentences
- ◇ Relevant to the prompt
- ◇ Response includes some sentence structures that orient the reader, and logically develop ideas
- ◇ Response contains many precisely detailed ideas and facts in a written text
- ◇ Response is clear, errors exist, but rarely obscure meaning

The Sherpa People live in Nepal some live in Mount Everest, "Many Sherpas live around the southern base of Mount Everest". "The Sherpas are used to living at high altitudes in extreme weather." And that's how the Sherpas live. Yaks are important to Sherpa people is because a yak helps a Sherpa carry stuff. Another reason why Yaks are important to Sherpa people is because, "They use yak milk to make butter." Also, "The Sherpas use yak wool to make warm clothing."



Score Point 3

- ◇ Response contains mostly grade-appropriate simple sentences and complex sentences
- ◇ Relevant to the prompt
- ◇ Response includes some sentence structures that orient the reader, and logically develop ideas
- ◇ Response contains many precisely detailed ideas and facts in a written text
- ◇ Response is clear, errors exist, but rarely obscure meaning

Yaks are important to how the Sherpa people live. The first reason is that the yaks can carry heavy things for Sherpa people. Many Sherpa people live around the base of the mountains, therefore, people need to pass the mountain to get to another side. The mountains are so steep so they can't use the car, so they use yaks to carry heavy loads that they needed. Second reason to support my claim is that Sherpa people use yak wool to make warm cloth. Because of the location and climate of Nepal, Sherpas always live in a cold weather, so they need to get more warm cloths. According to the passage "The Sherpa people of Nepal." It says "The fur keeps the yak warm." It shows that the furs are so warm and it keeps yak warm from the cold weather. In addition, Sherpas use yak milk to make butter and they love to eat crisp potato cake served with yak butter. Yaks make the lives of Sherpas easier and better.



Score Point 4

- ◇ Response contains mostly grade-appropriate simple sentences and complex sentences
- ◇ Relevant to the prompt
- ◇ Response includes many and varied transitional words and some sentence structures that orient the reader, logically develop ideas and provide closure in a written text
- ◇ Response contains varied and sufficient precisely detailed ideas and facts in a written text
- ◇ Response has few or no errors that obscure meaning

Yaks are important to how the Sherpas people live by several ways. First the mountains in Nepal are very steep, so Sherpas can't use cars, so they have to use animals like yaks to carry the stuff. Second, Yaks are in the cow's family, so the yaks are strong, and the stuff Sherpa people need to carry, it's just very easy for the yaks. Last reason is Sherpa people use yak's fur to make cloth to keep warm. They also use yaks to make food like butter. As you can see, the yaks are really helpful for the Sherpa people.



Score Point 4

- ◇ Response contains mostly grade-appropriate simple sentences and complex sentences
- ◇ Relevant to the prompt
- ◇ Response includes many and varied transitional words and some sentence structures that orient the reader, logically develop ideas and provide closure in a written text
- ◇ Response contains varied and sufficient precisely detailed ideas and facts in a written text
- ◇ Response has few or no errors that obscure meaning

Yaks are important to sherpa people, there is a lot of reasons why they are important. Yaks are useful. They are useful in many ways. They help people carry items. When they are going somewhere and there is a lot of items they put it on the yak, so they can carry it since the bags are heavy and the yak is strong. They have a lot of energy to walk and run. Also yaks are very strong. When someone is trying to attack or kill them the yak can kill that person easily. There is many facts to why yaks are so important to the Sherpa people.



Score Point 4

- ◇ Response contains mostly grade-appropriate simple sentences and complex sentences
- ◇ Relevant to the prompt
- ◇ Response includes transitional words and some sentence structures that orient the reader, logically develop ideas and provide closure in a written text
- ◇ Response contains varied and sufficient precisely detailed ideas and facts in a written text
- ◇ Response has few or no errors that obscure meaning

In the passage "The Sherpa people of Nepal" it's all about these Sherpa people hiking and the animals they used to hike. These Sherpa people lived in the north side of the country Nepal and the animal they used to hike is the one that's called a yak they used yaks for many reasons one is for carrying heavy bags and how I know that. It says "Sometimes they use animals to carry very heavy bags. One animal they use is called a yak" the other reason is for butter, it says "they use yak milk to make butter" This shows that yaks are significant to them.



Score Point 4

- ◇ Response contains mostly grade-appropriate simple sentences and complex sentences
- ◇ Relevant to the prompt
- ◇ Response includes transitional words and some sentence structures that orient the reader, logically develop ideas and provide closure in a written text
- ◇ Response contains varied and sufficient precisely detailed ideas and facts in a written text
- ◇ Response has few or no errors that obscure meaning

Writing—Grade 7–8: Rubric

Score	Grades 7–8 – SCR
Entering 0	<p>Complexity of Language: Response contains zero or few grade-appropriate words and at least one short phrase.</p> <p>Quality of Language: Response contains most common literal use of Tier 1 grade-appropriate vocabulary to precisely describe detailed ideas and facts in a written text.</p> <p>Coherence of Response: Response includes zero or few transitional words that orient the reader, logically organize and connect ideas, or provide closure in a written text.</p> <p>Degree of Response: Response contains no or at least one precisely described detailed idea or fact in written text.</p> <p>Mechanics: Response may contain errors that totally obscure meaning.</p>
Emerging 1	<p>Complexity of Language: Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p>Quality of Language: Response contains literal use of Tier 1 and a few Tier 2 and Tier 3 grade-appropriate vocabulary to precisely describe detailed ideas and facts in a written text.</p> <p>Coherence of Response: Response includes a few transitional words and at least one sentence structure that orient the reader, logically organize and connect ideas, or provide closure in a written text.</p> <p>Degree of Response: Response contains a few precisely described detailed ideas and facts in a written text.</p> <p>Mechanics: Response may have frequent errors that obscure meaning.</p>
Transitioning 2	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and at least one complex sentence.</p> <p>Quality of Language: Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to precisely describe detailed ideas and facts in a written text.</p> <p>Coherence of Response: Response includes some transitional words and a few sentence structures that orient the reader, logically organize and connect ideas, or provide a closure in a written text.</p> <p>Degree of Response: Response contains some precisely described detailed ideas and facts in a written text.</p> <p>Mechanics: Response may have occasional errors that obscure meaning.</p>
Expanding 3	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and some complex sentences.</p> <p>Quality of Language: Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to precisely describe detailed ideas and facts in a written text.</p> <p>Coherence of Response: Response includes many transitional words and some sentence structures that orient the reader, logically organize and connect ideas, or provide a closure in a written text.</p> <p>Degree of Response: Response contains many precisely described detailed ideas and facts in a written text.</p> <p>Mechanics: Response rarely contains errors that obscure meaning.</p>
Commanding 4	<p>Complexity of Language: Response contains mostly grade-appropriate simple and complex sentences.</p> <p>Quality of Language: Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to precisely describe detailed ideas and facts in a written text.</p> <p>Coherence of Response: Response includes many and varied transitional words and sentence structures that orient the reader, logically organize and connect ideas, or provide a closure in a written text.</p> <p>Degree of Response: Response contains varied and sufficient precisely described detailed ideas and facts in a written text.</p> <p>Mechanics: Response has few or no errors that obscure meaning.</p>

Writing – Grades 7–8 SCR / Explanatory Footnotes to the Rubric					
Dimension	Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity of Language	Blank, no response Language other than English Illegible Response Unintelligible Response				
	Completely copied text	Adapted text if one clear, well-constructed sentence is provided			
Quality of Language	Isolated words or a list of words or short phrases	Response must include at least one sentence	Response must include one sentence beyond a simple sentence (may be expanded or complex)	Response includes both simple and some complex sentences; may include sentences beyond these	Response includes both simple and complex sentences; may include sentences beyond these
	Words represent only Tier 1 (most common, everyday words)	Mostly Tier 1 words with a few Tier 2 or Tier 3 words possible	Tier 1, 2, and possibly Tier 3 words are present; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are present and used appropriately; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
Coherence of Response	No coherence to the response due to brevity	The use of transition words and at least one sentence to attempt organization is evident	Some use of transition words and sentences that establish a sense of organization (orientation, linked and connected ideas, or conclusion)	Use of transition words and sentences provides clear organization (orientation, linked and connected ideas, or conclusion)	Organization is clear with an orientation, linking, development, and conclusion
	At most one detail expressed by single words	More than one detail is included in the response	Response includes some precise details to express ideas or facts	Response contains relevant and precise details to support ideas or facts	Response contains varied and sufficient precise details to support ideas or facts
Mechanics	Words are unclear and meaning is mostly obscured May include inventive spelling	Some words are clear so that meaning is evident though there may be many errors May include inventive spelling	Response is mostly clear though there may be errors; L ₁ errors may be present May include inventive spelling	Response is always clear, though there may be errors; L ₁ errors may be present May include inventive spelling	Response is always clear with very few errors; L ₁ errors may be present but don't interfere with meaning May include inventive spelling

*L₁ errors refer to errors that are directly related to the structure or grammar of the native language.

Note: Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

Writing—Grade 9–12: Rubric

Score	Grades 9–12 SCR
Entering 0	<p>Complexity of Language: Response contains zero or few grade-appropriate words or short phrases to provide an orientation, logically explained, organized and cohesive ideas, and closure in a coherent written text.</p> <p>Quality of Language: Response contains most common literal use of Tier 1 grade-appropriate vocabulary to precisely describe detailed thoughts, feelings and ideas in a written text.</p> <p>Coherence of Response: Response includes zero or few grade-appropriate words that orient the reader, logically organize and connect ideas, or provide closure in a written text.</p> <p>Degree of Response: Response contains no or at least one precisely described detailed idea or fact in written text.</p> <p>Mechanics: Response may contain errors that totally obscure meaning.</p>
Emerging 1	<p>Complexity of Language: Response contains some grade-appropriate words, short phrases, and a few simple sentences to provide an orientation, logically explained, organized and cohesive ideas, and closure in a coherent written text.</p> <p>Quality of Language: Response contains literal use of Tier 1 and a few Tier 2 and Tier 3 grade-appropriate vocabulary to precisely describe detailed thoughts, feelings and ideas in a written text.</p> <p>Coherence of Response: Response includes a few grade-appropriate words and phrases that orient the reader, logically organize and connect ideas, or provide closure in a written text.</p> <p>Degree of Response: Response contains a few precisely described detailed ideas and facts in a written text.</p> <p>Mechanics: Response may have frequent errors that obscure meaning.</p>
Transitioning 2	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and at least one complex sentence to provide an orientation, logically explained, organized and cohesive ideas, and closure in a coherent written text.</p> <p>Quality of Language: Response contains literal use and a few figurative uses of Tier 1, Tier 2 and Tier 3 grade-appropriate vocabulary to precisely describe detailed thoughts, feelings and ideas in a written text.</p> <p>Coherence of Response: Response includes some grade-appropriate words and sentence structures that orient the reader, logically organize and connect ideas, or provide closure in a written text.</p> <p>Degree of Response: Response contains some precisely described detailed ideas and facts in a written text.</p> <p>Mechanics: Response may have occasional errors that obscure meaning.</p>
Expanding 3	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and some complex sentences to provide an orientation, logically explained, organized and cohesive ideas, and closure in a coherent written text.</p> <p>Quality of Language: Response contains literal use and some figurative uses of Tier 1, Tier 2 or Tier 3 grade-appropriate vocabulary to precisely describe detailed thoughts, feelings, and ideas in a written text.</p> <p>Coherence of Response: Response includes many grade-appropriate words and sentence structures that orient the reader, logically organize and connect ideas, or provide closure in a written text.</p> <p>Degree of Response: Response contains many precisely described detailed ideas and facts in a written text.</p> <p>Mechanics: Response rarely contains errors that obscure meaning.</p>
Commanding 4	<p>Complexity of Language: Response contains mostly grade-appropriate simple and complex sentences to provide an orientation, logically explained, organized and cohesive ideas, and closure in a coherent written text.</p> <p>Quality of Language: Response contains literal, figurative uses of Tier 1, Tier 2 and Tier 3 grade-appropriate vocabulary to precisely describe detailed thoughts, feelings and ideas in a written text.</p> <p>Coherence of Response: Response includes many and varied grade-appropriate words and sentence structures that orient the reader, logically organize and connect ideas, or provide closure in a written text.</p> <p>Degree of Response: Response contains varied and sufficient precisely described detailed ideas and facts in a written text.</p> <p>Mechanics: Response has few or no errors that obscure meaning.</p>

Writing – Grades 9–12 SCR / Explanatory Footnotes to the Rubric					
Dimension	Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity of Language	Blank, no response Language other than English Illegible Response Unintelligible Response				
	Completely copied text	Adapted text if one clear, well-constructed sentence is provided			
Quality of Language	Isolated words or a list of words or short phrases	Response must include at least one sentence	Response must include one sentence beyond a simple sentence (may be expanded or complex)	Response includes both simple and some complex sentences; may include sentences beyond these	Response includes both simple and complex sentences; may include sentences beyond these
	Only Tier 1 words (most common everyday words)	Mostly Tier 1 words with a few Tier 2 or 3 words possible	Tier 1, 2, and possibly Tier 3 words are present; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
Coherence of Response	No coherence to the response due to brevity	The use of transition words and at least one sentence to attempt organization is evident	Some use of transition words and sentences that establish a sense of organization (orientation, linked and connected ideas, or conclusion)	Use of transition words and sentences provides clear organization (orientation, linked and connected ideas, or conclusion)	Use of varied words and sentences provide clear and logical organization with an orientation, linking, development, and conclusion
	At most one detail expressed by single words	More than one detail is included in the response	Response includes some precise details to express ideas or facts	Response contains relevant and precise details to support ideas or facts	Response contains varied and sufficient precise details to support ideas or facts
Degree of Response	Words are unclear and meaning is mostly obscured	Some words are clear so that meaning is evident though there may be many errors	Response is mostly clear though there may be errors; L ₁ errors may be present	Response is always clear, though there may be errors; L ₁ errors may be present	Response is always clear with very few errors; L ₁ errors may be present but don't interfere with meaning
	May include inventive spelling	May include inventive spelling	May include inventive spelling	May include inventive spelling	May include inventive spelling
Mechanics					

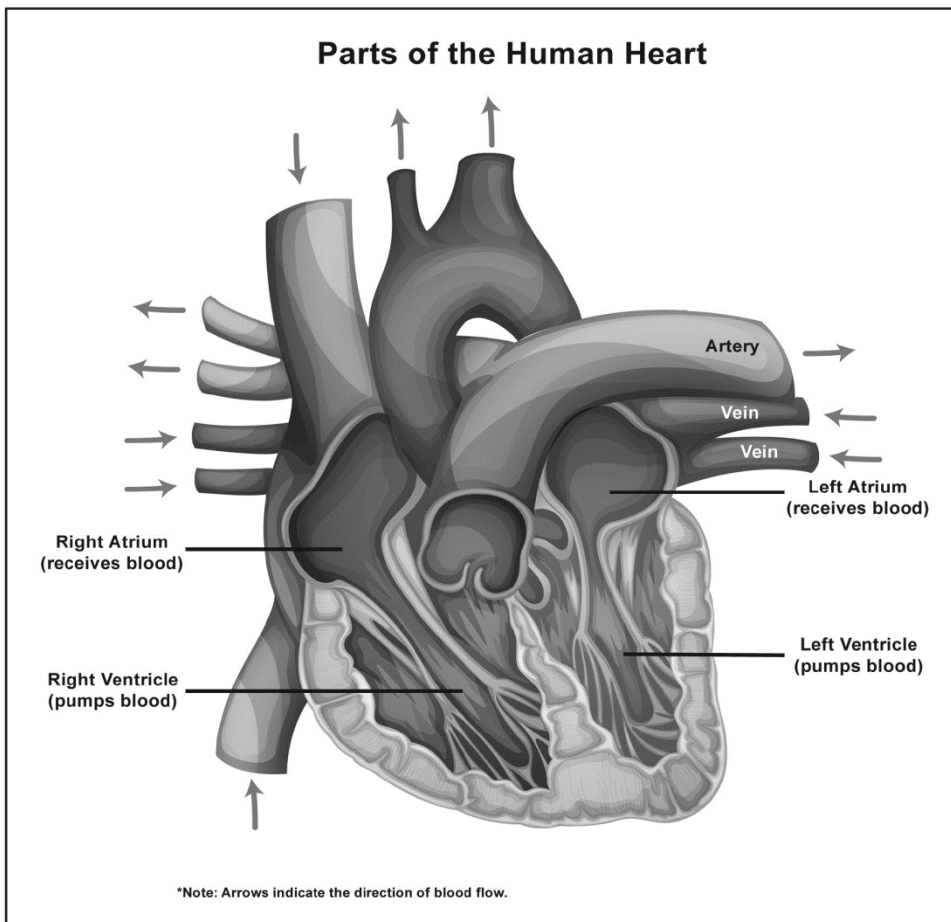
*L₁ errors refer to errors that are directly related to the structure or grammar of the native language.

Note: Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

Directions

Read the passage again. Then you will be asked to write a paragraph based on the passage.

Circulatory Systems of the Body



Go On

WRITING

- 1 The circulatory system is important because it provides a way for necessities like nutrients, water, and oxygen in the blood to get to their proper places in the body. The circulatory system consists of the heart, blood, and blood vessels. Within this system, the heart is a very unique muscle. It has four chambers: top right, top left, bottom right, and bottom left. Each side of the heart has a separate pump, called a right and left ventricle. The top right and left chambers are called atria, and they receive blood when they are relaxed. As they fill up, they contract, and the blood flows into the ventricles, which are the bottom right and left chambers. The left ventricle pumps blood containing oxygen to the rest of the body. When blood without oxygen is carried back to the heart, it enters through the right atrium. The right ventricle pumps blood without oxygen into the lungs, and oxygenated blood returns to the left atrium of the heart. As you can see, it is a very complicated, but efficient, system.
- 2 The two types of circulatory systems are open and closed. Insects, snails, and clams have open circulatory systems, which are very different from closed systems. In an open circulatory system, blood is pumped from the heart through the blood vessels. It then leaves the vessels and enters open areas in the body surrounding organs and tissues.
- 3 Frogs, lizards, and all mammals, including humans, have closed circulatory systems. In a closed system, blood is contained inside blood vessels and flows to and from organs and tissues. Blood vessels are composed of arteries and veins. Arteries carry oxygenated blood away from the heart throughout the body. Veins, which carry blood without oxygen, have valves that help direct the flow of blood back toward the heart. The closed system makes it possible to control where blood flows within the body. Therefore, the closed circulatory system is generally more efficient to the body as a whole. However, each system is designed to best serve the animal in which it is found.
- 4 Inside every living creature, the heart pumps blood into blood vessels. Where the blood goes from there depends on the species. No matter which species, the circulatory system is designed to move blood efficiently around the body for the best possible health.

WRITING

Now read the directions below.

In the passage “Circulatory Systems of the Body,” the author describes two kinds of circulatory systems and says that “each system is designed to best serve the animal in which it is found.” Which characteristics of the closed system do you think make it more compatible with human bodies than the open system? Write one paragraph about why the closed circulatory system is better suited to human bodies. Support your reasoning with details from the passage.

Plan your writing. Use the space below to organize your ideas about what to write. You can make notes, an outline, a web, or any other kind of organizer. Your writing on this planning page will NOT count toward your final score.

You will write your final paragraph on the next page.


Planning Page

WRITING

- Checklist
- Write about the topic.
 - Include details, examples, or reasons.
 - Use complete sentences.
 - Use correct grammar, punctuation, and spelling.

Use the lines below for your writing. Remember to use information from the passage to support your ideas.

Lined writing area with a STOP sign at the bottom right.



the important the system circulatory
for life and for animals and system
circulatory necessities very water
and oxygen the is system more
important for we



Score Point 0

- ◇ Response contains short phrases, words
- ◇ Response contains no coherent sentences
- ◇ Errors totally obscure meaning

The circulatory system is good for every living creature because without this circulatory system non species could breath or have movement. Insects, snails and clams have an open circulatory system; -in a open circulatory system blood is pumped from the heart through the blood vessels. It then leaves the vessels and enters open Areas in the body surrounding organs and tissues.

Frogs lizards and all mammals, including humans have a close circulatory system. In a close system blood is contained inside blood vessels and flows to and from organs and tissues. Blood vessels are composed of arteries and veins.



Score Point 1

- ◇ Single original sentence (remaining text is copied verbatim)
- ◇ Response contains a few grade-appropriate words and phrases that orient the reader
- ◇ Response contains a detailed idea in a written text

Closed Circulatory System is better than suited to human bodies because it provides to us nutrients, water, oxygen in our blood system to get in our proper body places. For example the circulatory system it consists to blood pressure & to the heart blood & for vessels blood. Another reason why closed circulatory system is more important than human bodies because heart is a very unique muscle in our body. And it has four chambers to our body: TOP right, TOP left, bottom right, & bottom left. These are reasons why closed circulatory system is more important than human bodies.



Score Point 1

- ◇ Response contains some grade-appropriate words, short phrases and sentences to provide orientation, organize ideas
- ◇ Response contains a few precisely described detailed ideas
- ◇ Response contains frequent errors that obscure meaning

The circulatory is important for body. There are two types of circulatory systems are call -open and closed. The closed circulatory system is better suited to human bodies. It's because in a closed system, blood is contained inside blood vessels and flows to and from organs and tissues. The closed system makes it possible to control where blood flows within the body. Therefore closed circulatory system is better to human bodies.



Score Point 2

- ◇ Response contains mostly grade-appropriate simple sentences and at least one complex sentence to provide an orientation, logically explained, organized and cohesive ideas and closure in a coherent written text
- ◇ Response contains some detailed ideas and facts
- ◇ Response is relevant to the prompt
- ◇ Response contains occasional errors that obscure meaning

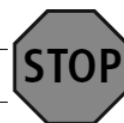
The Circulatory System helps your body. It also makes you breathe and helps your heart beat correctly and breathe easily. Animals are the same way like humans because they have to make sure the they are good and the heart is pumping correctly and for they could live and stay alive.



Score Point 2

- ◇ Response contains mostly grade-appropriate simple sentences and at least one complex sentence
- ◇ Response includes some sentence structures that logically organize and connect ideas
- ◇ Response contains some detailed ideas and facts
- ◇ Response is related to the prompt
- ◇ Response contains occasional errors that obscure meaning

Circulatory systems of the body is the working system of the heart because without the heart our body will not be working for example the Atrium is where we receive the blood. The ventricle is the blood pumps. Inside every living creature, the heart pumps blood into blood vessels. The two type of circulator systems are open and closed. Insects, snails and clams have open circulatory systems, which is very different from closed system.



Score Point 2

- ◇ Response contains mostly grade-appropriate simple sentences and at least one complex sentence to provide an orientation
- ◇ Response contains some detailed ideas and facts
- ◇ Response is relevant to the prompt
- ◇ Response contains occasional errors that obscure meaning

The blood is very important to our body and because of this we have to had a system to control where the blood should flow. Now we know that there two types of Circulatory System of the blood an open one and a closed one. For us humans the closed circulatory system is the best one, because we have so many different organs and tissues that work different it. The heart has to send blood to different places at once, this can't be done without the help of the blood vessels that had arteries and veins inside. Arteries carry oxygenated blood to the entire body, this makes our organs function proper it, they need oxygen that's why blood it there for. Veins take back the blood without the oxygen, back to blood vessels to be refill again with oxygen and repeat the cycle again. This is why we need a closed circulatory system our organs need oxygen and somebody has to carry to them.



Score Point 3

- ◇ Response contains mostly grade-appropriate simple sentences and some complex sentences to provide an orientation, logically explained, organized and cohesive ideas and closure in a coherent written text
- ◇ Response contains many precisely detailed ideas and facts
- ◇ Response is relevant to the prompt
- ◇ Response is clear, errors are present, but rarely obscure meaning

The circulatory system is better suited to human bodies because it provides nutrients water, and oxygen to the blood, and the heart has a different muscle. "According to the text, It has four chambers: top right, top left, bottom right, each side of the heart has a separate R.P., called a right and left ventricle." This shows how the heart goes into different blood vessels they each goes different ways. This is important because if it didn't go different ways then your body would of function way differently.



Score Point 3

- ◇ Response contains mostly grade-appropriate simple sentences and some complex sentences to provide an orientation, logically explained, and closure in a coherent written text
- ◇ Response contains many precisely detailed ideas and facts
- ◇ Response is relevant to the prompt
- ◇ Response is clear, errors are present, rarely obscuring meaning

There are two types of circulatory system: close circulatory system and open circulatory system. Only a few species have open circulatory system, like insects, snails, and clams. The other group that has a close circulatory system is frogs, lizards, and all mammals, including humans. The human body is more compatible with the closed system than the open system because an open system can't put blood throughout the body; it leaves the heart to go to blood vessels, then it leaves the blood vessels to go to open areas in the body, and a closed system contains the blood inside the blood vessels. It flows to the organs and tissues, never goes out to open areas.

STOP

Score Point 3

- ◇ Response contains mostly grade-appropriate simple sentences and some complex sentences to provide an orientation, logically explained, organized and cohesive ideas in a coherent written text
- ◇ Response contains many precisely detailed ideas and facts
- ◇ Response is relevant to the prompt

On the passage, the author describe to us close system which is control where blood flows within body, and the open system which makes blood pumped from the heart through the blood vessels. I think close system make more compatible with human bodies than the open system. The open system only help the blood pumped from the heart through the blood vessels, but the close system help us a lot. It carry oxygenated blood away from the heart throughout the body, and carry blood without oxygen and help direct flows of blood back toward the heart. So that, the close system make more compatible with human bodies than the open system.



Score Point 3

- ◇ Response contains mostly grade-appropriate simple sentences and some complex sentences to provide an orientation, logically explained, organized and cohesive ideas and closure in a coherent written text
- ◇ Response contains many precisely detailed ideas and facts
- ◇ Response is relevant to the prompt
- ◇ Response is clear, errors are present that are directly related to the structure or grammar of the native language, but rarely obscure meaning

The closed circulatory system is better suited to human bodies because human movements are more complicated than those of animals and therefore require oxygen to support certain parts of human bodies. In an open circulatory system, blood can leave the vessels to flow everywhere in animals' bodies. This system fits insects' repetitive moving patterns really well, since no specific parts of an insect need a significantly more amount of oxygen. However, human beings, with more sophisticated thoughts, want to accomplish a variety of movements. For example, when athletes run on a track, their ^{leg} muscles need more oxygen than do their brains. The same concept can also be applied to writers, but writers may want more oxygen in their brains. The closed circulatory system provides ~~the~~ controlled blood flows for human beings, so it allows them to carry out their tasks more efficiently. Humans have evolved through millions of years, and the closed circulatory system assisted them to become the leaders of the world.



Score Point 4

- ◇ Response contains mostly grade-appropriate simple and complex sentences to provide an orientation, logically explained, organized and cohesive ideas, and closure in a coherent written text
- ◇ Response includes many and varied grade-appropriate words and sentence structures that orient the reader, logically organize and connect ideas, and provide closure
- ◇ Response contains varied and sufficient precisely described detailed ideas and facts
- ◇ Response has few or no errors that obscure meaning

The closed circulatory system is better suited to human bodies because it can control the blood flow and tells where blood should go. The open circulatory system is suitable to small creatures because the blood flows only in one direction: the heart pumps blood directly to the surrounding area of organ, or tissues. However, the closed circulatory makes sure that blood can flow in both directions: the heart pumps oxygenated blood out and receives the blood without oxygen at the same time. For a creature that has big mass and volume, the closed circulatory system works more effectively since the system ensures to bring ample oxygen for the body function. It also helps form a recycle so that the blood can be used over and over again. To conclude, the closed circulatory system works better for human bodies.



Score Point 4

- ◇ Response contains mostly grade-appropriate simple and complex sentences to provide an orientation, logically explained, organized and cohesive ideas, and closure in a coherent written text
- ◇ Response includes many and varied grade-appropriate words and sentence structures that orient the reader, logically organize and connect ideas, and provide closure
- ◇ Response contains varied and sufficient precisely described detailed ideas and facts
- ◇ Response has few or no errors that obscure meaning

The circulatory system is a significant system that helps blood go through every corner of body. The circulatory system is made of the heart, blood, and blood vessels, and it has two types: the open circulatory system and the closed circulatory system. The open circulatory systems is easier than the closed circulatory systems that they are better suited to insects, snails and clams, which have simple body function. The closed circulatory systems are more complicated than the open circulatory systems, and they are more suitable to human bodies, because the closed circulatory systems makes it possible to control where blood flows within the body. Not like the blood vessels in the open circulatory system, the blood vessels in the closed circulatory system have been separated for composing two parts: arteries and veins. Arteries carry oxygenated blood away from the heart and bring the blood to the proper places. Veins carry blood without oxygen back to heart. The closed circulatory system is more efficient to the human body, but each system is designed to the most proper animal.



Score Point 4

- ◇ Response contains mostly grade-appropriate simple and complex sentences to provide an orientation, logically explained, organized and cohesive ideas, and closure in a coherent written text
- ◇ Response includes many and varied grade-appropriate words and sentence structures that orient the reader, logically organize and connect ideas, and provide closure
- ◇ Response contains varied and sufficient precisely described detailed ideas and facts
- ◇ Response is always clear with few or no errors that are directly related to the structure or grammar of the native language may be present, but don't interfere with meaning

The circulatory system is very important for our body's health, because it provides a way for necessities in the blood to get to their proper places in the body. However, there are two types of circulatory systems which are open circulatory system and closed circulatory system. These two systems are very different. In the open circulatory system, blood is pumped from the heart through the blood vessels and then leaves the vessels and enters open areas in the body surrounding organs and tissues. Closed circulatory system is more complicated. Blood vessels are composed of arteries and veins. Arteries carry oxygenated blood away from the heart throughout the body. Veins carry blood without oxygen back toward the heart. Arteries and veins make closed system more compatible with human bodies than the open system because they make it possible to control the flow of blood within the body. It is generally more efficient to the body as a whole. Therefore, closed circulatory system is better suited to human bodies.

STOP

Score Point 4

- ◇ Response contains mostly grade-appropriate simple and complex sentences to provide an orientation, logically explained, organized and cohesive ideas, and closure in a coherent written text
- ◇ Response includes many and varied grade-appropriate words and sentence structures that orient the reader, logically organize and connect ideas, and provide closure
- ◇ Response contains varied and sufficient precisely described detailed ideas and facts
- ◇ Response has no errors that obscure meaning

Writing—Grade 1–2: Rubric

Score	Grades 1–2 – ECR (Narrative)
Entering 0	<p>Complexity of Language: Response contains zero or few grade-appropriate words or short phrases.</p> <p>Quality of Language: Response contains most common literal use of Tier 1 grade-appropriate vocabulary in narrative.</p> <p>Coherence of Response: Response includes zero or few transitional words that may or may not introduce or complete a narrative.</p> <p>Degree of Response: Response contains no or at least one detailed description, event or a closure in response to prompt.</p> <p>Mechanics: Response contains errors that totally obscure meaning.</p>
Emerging 1	<p>Complexity of Language: Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p>Quality of Language: Response contains literal use of Tier 1 and a few Tier 2 or Tier 3 grade-appropriate vocabulary in narrative.</p> <p>Coherence of Response: Response includes a few transitional words and at least one sentence structure that minimally introduces and completes a narrative.</p> <p>Degree of Response: Response contains a few descriptions with details, two or more events in sequence, or a closure in response to prompt.</p> <p>Mechanics: Response may have frequent errors that obscure meaning.</p>
Transitioning 2	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and at least one compound sentence.</p> <p>Quality of Language: Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in narrative.</p> <p>Coherence of Response: Response includes some transitional words and a few sentence structures that partially introduce and complete a narrative.</p> <p>Degree of Response: Response contains some descriptions with details, two or more events in sequence, and a closure in response to prompt.</p> <p>Mechanics: Response may have occasional errors that obscure meaning.</p>
Expanding 3	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and some compound sentences.</p> <p>Quality of Language: Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in narrative.</p> <p>Coherence of Response: Response includes many transitional words and some sentence structures that introduce and complete a narrative.</p> <p>Degree of Response: Response contains many descriptions with details, two or more events in sequence, and a closure in response to prompt.</p> <p>Mechanics: Response rarely contains errors that obscure meaning.</p>
Commanding 4	<p>Complexity of Language: Response contains mostly grade-appropriate simple and compound sentences.</p> <p>Quality of Language: Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in narrative.</p> <p>Coherence of Response: Response includes many and varied transitional words and sentence structures that introduce and complete a narrative.</p> <p>Degree of Response: Response contains varied and sufficient descriptions with details, two or more events in sequence, and a closure in response to prompt.</p> <p>Mechanics: Response has few or no errors that obscure meaning.</p>

Writing—Grade 1–2: Rubric

Score	Grades 1–2 – ECR (Informational)
Entering 0	<p>Complexity of Language: Response contains zero or few grade-appropriate words or short phrases.</p> <p>Quality of Language: Response contains most common literal use of Tier 1 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes zero or few transitional words that may or may not introduce or complete thoughts and ideas in a topic.</p> <p>Degree of Response: Response contains no or at least one opinion with a reason, additional information, or a closure in response to prompt.</p> <p>Mechanics: Response contains errors that totally obscure meaning.</p>
Emerging 1	<p>Complexity of Language: Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p>Quality of Language: Response contains literal use of Tier 1 and a few Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes a few transitional words and at least one sentence structure that minimally introduce or complete thoughts and ideas in a topic.</p> <p>Degree of Response: Response contains a few opinions with reasons, additional information, or a closure in response to prompt.</p> <p>Mechanics: Response may have frequent errors that obscure meaning.</p>
Transitioning 2	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and at least one compound sentence.</p> <p>Quality of Language: Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes some transitional words and a few sentence structures that partially introduce complete thoughts and ideas in a topic.</p> <p>Degree of Response: Response contains some opinions with reasons, additional information, and a closure in response to prompt.</p> <p>Mechanics: Response may have occasional errors that obscure meaning.</p>
Expanding 3	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and some compound sentences.</p> <p>Quality of Language: Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes many transitional words and some sentence structures that introduce or complete thoughts and ideas in a topic.</p> <p>Degree of Response: Response contains many opinions with reasons, additional information, and a closure in response to prompt.</p> <p>Mechanics: Response rarely contains errors that obscure meaning.</p>
Commanding 4	<p>Complexity of Language: Response contains mostly grade-appropriate simple and compound sentences.</p> <p>Quality of Language: Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes many and varied transitional words and sentence structures that introduce or complete thoughts and ideas in a topic.</p> <p>Degree of Response: Response contains varied and sufficient opinions with reasons, additional information, and a closure in response to prompt.</p> <p>Mechanics: Response has few or no errors that obscure meaning.</p>

Writing – Grades 1–2 ECR / Explanatory Footnotes to the Rubric					
Dimension	Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity of Language	Blank, no response Language other than English Illegible Response Unintelligible Response	Adapted text if one clear, well-constructed sentence is provided	Response must include one sentence beyond a simple sentence	Response includes both simple and some compound sentences; may include sentences beyond these	Response includes both simple and compound sentences; may include sentences beyond these
	Completely copied text	Response must include at least one sentence	Tier 1, 2, and possibly Tier 3 words are present; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are present and used appropriately; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
Quality of Language	Words represent only Tier 1 (most common, everyday words)	Mostly Tier 1 words with a few Tier 2 words possible	Tier 1, 2, and possibly Tier 3 words are present; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are present and used appropriately; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
	No coherence to the response due to brevity	At least one sentence that attempts to introduce or complete a narrative	At least some transition words and sentences that attempt to introduce or complete a narrative	Use of transition words and sentence structures to establish a narrative	Organization is clear with an introduction and a conclusion
Coherence of Response	No coherence to the response due to brevity	At least one sentence that attempts to introduce or complete a thought or idea	At least some transition words and sentences that attempt to introduce or complete thought and ideas	Use of transition words and sentence structures to introduce and complete thoughts and ideas	Organization is clear with an introduction and a conclusion
	At most one detail or event expressed by single words or short phrases	At least one detail, or two events in sequence, or a closure	Some descriptive details, at least two events in sequence, and a closure	Response contains relevant descriptive details, events, and closure	Response contains varied and sufficient details, events, and a closure
Degree of Response	At most one idea or opinion expressed by single words or short phrases	At least one opinion, new idea, or a closure	Response contains an opinion with a reason, new ideas, and a closure	Response contains relevant opinions, reasons, new ideas, and closure	Response contains varied and sufficient opinions, reasons, information, and a closure
	Words are unclear and meaning is mostly obscured	Response may have frequent errors that obscure meaning	Response is mostly clear though there may be errors; L ₁ errors may be present May include inventive spelling	Response is always clear, though there may be errors; L ₁ errors may be present May include inventive spelling	Response is always clear with very few errors; L ₁ errors may be present but don't interfere with meaning May include inventive spelling
Mechanics					

*L₁ errors refer to errors that are directly related to the structure or grammar of the native language.

Note: Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

Note: Due to the holistic nature of the rubric, a response that is less than two paragraphs but meets the majority of criteria for the dimensions of the performance level will receive the score for that performance level.

Writing—Grade 3–4: Rubric

Score	Grades 3–4 – ECR (Narrative)
Entering 0	<p>Complexity of Language: Response contains zero or few grade-appropriate words or short phrases.</p> <p>Quality of Language: Response contains most common literal use of Tier 1 grade-appropriate vocabulary in narrative.</p> <p>Coherence of Response: Response includes zero or few transitional words that may or may not introduce, develop, link, or complete a narrative.</p> <p>Degree of Response: Response contains no or at least one detailed description, event or a closure in response to prompt.</p> <p>Mechanics: Response contains errors that totally obscure meaning.</p>
Emerging 1	<p>Complexity of Language: Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p>Quality of Language: Response contains literal use of Tier 1 and a few Tier 2 or Tier 3 grade-appropriate vocabulary in narrative.</p> <p>Coherence of Response: Response includes a few transitional words and at least one sentence structure that minimally introduce, develop, link, or complete a narrative.</p> <p>Degree of Response: Response contains a few detailed descriptions, events in sequence, or a closure in response to prompt.</p> <p>Mechanics: Response may have frequent errors that obscure meaning.</p>
Transitioning 2	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and at least one complex sentence.</p> <p>Quality of Language: Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in narrative.</p> <p>Coherence of Response: Response includes some transitional words and a few sentence structures that partially introduce, develop, link, and complete a narrative.</p> <p>Degree of Response: Response contains some detailed descriptions, events in sequence, and a closure in response to prompt.</p> <p>Mechanics: Response may have occasional errors that obscure meaning.</p>
Expanding 3	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and some complex sentences.</p> <p>Quality of Language: Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in narrative.</p> <p>Coherence of Response: Response includes many transitional words and some sentence structures that introduce, develop, link, and complete a narrative.</p> <p>Degree of Response: Response contains many detailed descriptions, events in sequence, and a closure in response to prompt.</p> <p>Mechanics: Response rarely contains errors that obscure meaning.</p>
Commanding 4	<p>Complexity of Language: Response contains mostly grade-appropriate simple and complex sentences.</p> <p>Quality of Language: Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in narrative.</p> <p>Coherence of Response: Response includes many and varied transitional words and sentence structures that introduce, develop, link, and complete a narrative.</p> <p>Degree of Response: Response contains varied and sufficient detailed descriptions, events in sequence, and a closure in response to the prompt.</p> <p>Mechanics: Response has few or no errors that obscure meaning.</p>

Writing—Grade 3–4: Rubric

Score	Grades 3–4 ECR (Informational)
Entering 0	<p>Complexity of Language: Response contains zero or few grade-appropriate words or short phrases.</p> <p>Quality of Language: Response contains most common literal use of Tier 1 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes zero or few transitional words that may or may not introduce, develop, link, or complete a topic.</p> <p>Degree of Response: Response contains no or at least one supported, relevant, connected idea or a closure in response to prompt.</p> <p>Mechanics: Response contains errors that totally obscure meaning.</p>
Emerging 1	<p>Complexity of Language: Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p>Quality of Language: Response contains literal use of Tier 1 and a few Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes a few transitional words and at least one sentence structure that minimally introduce, develop, link, or complete a topic.</p> <p>Degree of Response: Response contains a few supported, relevant, connected ideas, or a closure in response to the prompt.</p> <p>Mechanics: Response may have frequent errors that obscure meaning.</p>
Transitioning 2	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and at least one complex sentence.</p> <p>Quality of Language: Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes some transitional words and a few sentence structures that partially introduce, develop, link, and complete a topic.</p> <p>Degree of Response: Response contains some supported, relevant, connected ideas, and closure in response to prompt.</p> <p>Mechanics: Response may have occasional errors that obscure meaning.</p>
Expanding 3	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and some complex sentences.</p> <p>Quality of Language: Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes many transitional words and some sentence structures that introduce, develop, link, and complete a topic.</p> <p>Degree of Response: Response contains many supported, relevant, connected ideas, and closure in response to prompt.</p> <p>Mechanics: Response rarely contains errors that obscure meaning.</p>
Commanding 4	<p>Complexity of Language: Response contains mostly grade-appropriate simple and complex sentences.</p> <p>Quality of Language: Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes many and varied transitional words and sentence structures that introduce, develop, link, and complete a topic.</p> <p>Degree of Response: Response contains varied and sufficient supported, relevant, connected ideas, and closure in response to prompt.</p> <p>Mechanics: Response has few or no errors that obscure meaning.</p>

Writing—Grade 3–4: Scoring Notes

Writing – Grades 3–4 ECR / Explanatory Footnotes to the Rubric					
Dimension	Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity of Language	Blank, no response Language other than English Illegible Response Unintelligible Response	Adapted text if one clear, well-constructed sentence is provided	Response must include one complex sentence	Response includes both simple and some complex sentences; may include sentences beyond these	Response includes both simple and complex sentences; may include sentences beyond these
	Completely copied text	Response must include at least one sentence	Tier 1, 2, and possibly Tier 3 words are present; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are present and used appropriately; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
Quality of Language	Isolated words or a list of words or short phrases	Mostly Tier 1 words with a few Tier 2 words possible	At least one transition words and sentences that partially organize a narrative	Use of transition words and sentence structures to establish and organize a narrative	Organization is clearly established with a variety of words and sentences
	Words represent only Tier 1 (most common, everyday words)	At least one sentence that attempts to organize a narrative	At least some transition words and sentences that partially organize linked ideas on a topic	Use of transition words and sentence structures to organize and link ideas on a topic	Organization and development are clearly established with a variety of words and sentences
Coherence of Response	No coherence to the response due to brevity	At least one detail, event, or closure expressed by single words or short phrases	Some descriptive details, events in sequence, and a closure	Response contains relevant descriptive details, events, and closure	Response contains varied and sufficient details, events, and a closure
	No coherence to the response due to brevity	At most one connected idea or a closure	Some supported, connected ideas, and a closure	Response contains relevant supported and connected ideas and closure	Response contains varied and sufficient supported and linked ideas, and a closure
Degree of Response	At most one detail, event, or closure expressed by single words or short phrases	Some words are clear so that meaning is evident though there may be many errors May include inventive spelling	Response is mostly clear though there may be errors; L ₁ errors may be present May include inventive spelling	Response is always clear, though there may be errors; L ₁ errors may be present May include inventive spelling	Response is always clear with very few errors; L ₁ errors may be present but don't interfere with meaning May include inventive spelling
	At most one connected idea expressed by single words or short phrases	Words are unclear and meaning is mostly obscured May include inventive spelling			
Mechanics					

* L₁ errors refer to errors that are directly related to the structure or grammar of the native language.

Note: Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

Note: Due to the holistic nature of the rubric, a response that is less than two paragraphs but meets the majority of criteria for the dimensions of the performance level will receive the score for that performance level.

Directions

Read the passage again. Then you will be asked to write about the passage.

A Trip to the City

- 1 The train came to a shaky stop. Isabella looked up at her grandfather.
- 2 “Are you ready to go into the city?” he asked.
- 3 Isabella nodded and her brown eyes widened with excitement. The last time she had been in the city was nine years ago. She was a newborn baby then, so she did not remember anything. Since then, she had spent most of her life living in the mountains, far from the city.
- 4 “You’ll notice it is a lot different here,” Grandfather said, as a smile appeared on his face. He had spent most of his childhood in the city.
- 5 They quickly walked off the train and up some stairs. Isabella felt the warm August air as they reached the city street.
- 6 “It’s a lot warmer here,” Isabella said.
- 7 But that wasn’t the only thing she noticed. The noise was new to her, too. There were people talking, cars driving, and horns honking. Instead of trees and forests, buildings of all shapes and sizes lined the city streets. Lights and signs blinked on and off.
- 8 It was so different from home.
- 9 Isabella loved it. “Thank you for bringing me here, Grandfather,” she said. “I can’t wait to see more.”

Go On 

WRITING

Now read the directions below.

At the end of the passage “A Trip to the City,” Isabella says, “I can’t wait to see more.” What other things do you think Isabella saw on her trip? Write another part of the story that tells what she and her grandfather did and saw. Write at least two paragraphs. Use details from the passage and your own ideas to create your story.

Plan your writing. Use the space below to organize your ideas about what to write. You can make notes, an outline, a web, or any other kind of organizer. Your writing on this planning page will NOT count toward your final score.

You will write your final paragraphs on the next page.

Planning Page

trees and forests and lights
and signs.


Go On



Score Point 0

- ◇ Response contains few grade-appropriate words or short phrases
- ◇ Copied words
- ◇ Response contains most common literal use of Tier 1 grade-appropriate vocabulary

What other things do you think Isabella saw on her trip? Write another part of the story that tells what she and her grandfather did and saw. Write at least two paragraphs. Use details.

Go On 

Score Point 0

- ◇ Response contains zero words
- ◇ All text is copied verbatim from the prompt

ghle Lem


Go On



Score Point 0

- ◇ Response contains zero words
- ◇ Response contains errors that totally obscure meaning


Isabella y su abuelo
fueron a la ciudad Se
divirtieron. No lo se

Go On 

Score Point 0

- ◇ Response is written in language other than English (No sentence written in English)

This is a story about Isabella and her grandfather. The last time she had been in the city was nine years ago. They quickly walked off the train and up some stairs. It was so different from home.

Go On 

Score Point 1

- ◇ Response contains at least one sentence structure that minimally introduces a narrative
- ◇ Single original sentence, remaining text is copied verbatim
- ◇ Response contains literal use of Tier 1 grade-appropriate vocabulary

she go city. Grandpa with ge. her excite. Is walked
train stairs. Lights and Signs blinked on and off.
Isabella loved.

Go On



Score Point 1

- ◇ Response contains some grade-appropriate words, short phrases and simple sentences
- ◇ Response contains literal use of Tier 1 grade-appropriate vocabulary
- ◇ Response contains at least one sentence structure that minimally introduces a narrative
- ◇ Response contains frequent errors that obscure meaning

They got of frane and wen up stars.


Go On



Score Point 1

- ◇ Response contains at least one sentence structure that minimally introduces a narrative
- ◇ Single adapted sentence
- ◇ Response contains literal use of Tier 1 grade-appropriate vocabulary
- ◇ Response contains frequent errors that obscure meaning


The snowy mountain was cold. Aden loved the snow and it was crunchy under his boot. He went down the mountain on his sled, but then the wolves howled! He went faster and BOOM! over the cliff. He was saved!

Go On 

Score Point 1

- ◇ Response is completely irrelevant to the prompt


I GO TO NEW YORK CITY
 AND SEE SUBWAY AND GO SHOPS
 IS BIG AND LOUD. WE SPENS
 MUNY ON SHOES. WE WALK
 AT PARK AND GO ZOO THAT
 HAS ANMAL. I LIKES PENGINS.
 WE SEE TAXI AND BUS AND
 TRAIN AND CAR AND BIKE.

Go On 

Score Point 2

- ◇ Response contains grade-appropriate simple sentences and at least one complex sentence
- ◇ Response contains a few sentence structures that partially introduce, and develop a narrative
- ◇ Response contains some detailed descriptions, and events in sequence
- ◇ Response contains occasional errors that obscure meaning


Isabella luv city cause she luv
sands and warm. And lights
and signs is butiful.
And rides train.

Go On 

Score Point 2

- ◇ Response contains grade-appropriate simple sentence and one complex sentence
- ◇ Response contains a few sentence structures that partially introduces a narrative
- ◇ Response contains some detail, and events in sequence
- ◇ Response contains occasional errors that obscure meaning


I think that Isabella saw a building and a train and some cars because the story said. Next it says that her + her Grandpa smiled. They rode the train and they got off. When they got off they saw the big city. Isabella liked it and she said thank you.

Go On 

Score Point 3

- ◇ Response contains mostly grade-appropriate simple sentences and some complex sentences
- ◇ Response is related to the prompt
- ◇ Response includes some sentence structures that introduce, develop and complete a narrative
- ◇ Response contains many details, events in sequence and a closure in response to the prompt
- ◇ Response is always clear, though errors may be present they rarely obscure meaning


Isabella went to the city with her Grandfather. The road the train which was cool. They went into the warm city air. The lights were bright. Isabella is from the mountains but she loved the city.

Go On 

Score Point 3

- ◇ Response contains mostly grade-appropriate simple sentences and some complex sentences
- ◇ Response is related to the prompt
- ◇ Response includes some sentence structures that introduce, develop and complete a narrative
- ◇ Response contains many details, events in sequence and a closure in response to the prompt
- ◇ Response is always clear, though errors may be present they rarely obscure meaning

I think Isabella and Grandfather will go to diner. They will have hamburgers and french fries and chocolate shake. Then they will go see a move like Avengers or Spiderman. I think she like this day because move and shake. I think Grandfather like the day with Isabella. It is happy day.

Go On 


Score Point 3

- ◇ Response contains mostly grade-appropriate simple sentences and some complex sentences
- ◇ Response includes transitional words and some sentence structures that introduce, develop and complete a narrative
- ◇ Response contains many detailed descriptions, events in sequence and a closure in response to the prompt
- ◇ Response is always clear, though errors may be present they rarely obscure meaning
- ◇ May include inventive spelling

Isabella and Grandpa went to a city on a train. They looked at the building and the lights and the signs. They liked the warm air because it was warmer than the mountain air.

Next they went to a play at a big theater. The theater had soft seats and a big red curtain. The play was funny.


Finally, Isabella and Grandpa rode the train home to the mountains. They looked forward to there next adventure in the city!

Go On 

Score Point 4

- ◇ Response contains mostly grade-appropriate simple and complex sentences
- ◇ Response includes many and varied transitional words and sentence structures that introduce, develop and complete a narrative
- ◇ Response contains varied and sufficient detailed descriptions, events in sequence and a closure in response to the prompt
- ◇ Response is always clear with very few errors or no errors that obscure meaning


"What should we do after this?" asked Isabella. Grandpa says, "lets go to a soccer game!" They rode the subway to the soccer stadium in Brooklyn. They grabed some popcorn and found ther seats! Then, they decided who to cheer for. Grandpa cheered for Brazil and Isabella cheered for USA. They yelled so much they lost there voices! Brazil won the match by 1 point and Isabella was so happy. Grandpa and Isabella had a wonderfull day together.

Go On 

Score Point 4

- ◇ Response contains mostly grade-appropriate simple and complex sentences
- ◇ Response includes transitional words and sentence structures that introduce, develop and complete a narrative
- ◇ Response contains varied and sufficient detailed descriptions, events in sequence and a closure in response to the prompt
- ◇ Response is always clear with very few errors or no errors that obscure meaning

One day Isabella was jumping up and down because she was happy. Her Grandfather gived her a present that said "I am going to take you on a trip to see the city. When the day came they took the train untill they got to the city. They gotsoff the train and walked in the city and saw skyscrapers and blinky lights. Next they saw people selling food and they had hot dogs for lunch. There were people everywhere. I love my Grandfather and the city.

Go On 

Score Point 4

- ◇ Response contains mostly grade-appropriate simple and complex sentences
- ◇ Response includes varied transitional words and sentence structures that introduce, develop and complete a narrative
- ◇ Response contains varied and sufficient detailed descriptions, events in sequence and a closure
- ◇ Response is always clear with very few errors or no errors that obscure meaning
- ◇ Although the response is only one paragraph, the response meets the majority of criteria for a score of 4.

Writing—Grade 5–6: Rubric

Score	Grades 5–6 ECR (Narrative)
Entering 0	<p>Complexity of Language: Response contains zero or few grade-appropriate words or short phrases.</p> <p>Quality of Language: Response contains most common literal use of Tier 1 grade-appropriate vocabulary in a narrative.</p> <p>Coherence of Response: Response includes zero or few transitional words that may or may not orient the reader, logically develop ideas using transitions, or provide closure in a narrative.</p> <p>Degree of Response: Response contains no or at least one reference to multiple characters or provides one or no precise detail, sequenced event, or closure in response to prompt.</p> <p>Mechanics: Response contains errors that totally obscure meaning.</p>
Emerging 1	<p>Complexity of Language: Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p>Quality of Language: Response contains literal use of Tier 1 and a few Tier 2 or Tier 3 grade-appropriate vocabulary in a narrative.</p> <p>Coherence of Response: Response includes a few transitional words and at least one sentence structure that minimally orient the reader, logically develop ideas using transitions, or provide closure in a narrative.</p> <p>Degree of Response: Response contains a few references to multiple characters or provides a few precise details, sequenced events, or closure in response to prompt.</p> <p>Mechanics: Response may have frequent errors that obscure meaning.</p>
Transitioning 2	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and at least one complex sentence.</p> <p>Quality of Language: Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in narrative.</p> <p>Coherence of Response: Response includes some transitional words and a few sentence structures that partially orient the reader, logically develop ideas using transitions, and provide closure in a narrative.</p> <p>Degree of Response: Response contains some references to multiple characters or provides some precise details, sequenced events, and closure in response to prompt.</p> <p>Mechanics: Response may have occasional errors that obscure meaning.</p>
Expanding 3	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and some complex sentences.</p> <p>Quality of Language: Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in narrative.</p> <p>Coherence of Response: Response includes many transitional words and some sentence structures that orient the reader, logically develop ideas using transitions, and provide closure in a narrative.</p> <p>Degree of Response: Response contains many references to multiple characters or provides many precise details, sequenced events, and closure in response to prompt.</p> <p>Mechanics: Response rarely contains errors that obscure meaning.</p>
Commanding 4	<p>Complexity of Language: Response contains mostly grade-appropriate simple and complex sentences.</p> <p>Quality of Language: Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in narrative.</p> <p>Coherence of Response: Response includes many and varied transitional words and sentence structures that orient the reader, logically develop ideas using transitions, and provide closure in a narrative.</p> <p>Degree of Response: Response contains varied and sufficient references to multiple characters or provides varied, sufficient and precise details, sequenced events, and closure in response to prompt.</p> <p>Mechanics: Response has few or no errors that obscure meaning.</p>

Writing—Grade 5–6: Rubric

Score	Grades 5–6 – ECR (Informational)
Entering 0	<p>Complexity of Language: Response contains zero or few grade-appropriate words or short phrases.</p> <p>Quality of Language: Response contains most common literal use of Tier 1 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes zero or few transitional words that may or may not orient the reader, logically develop ideas using transitions, or provide closure to a topic.</p> <p>Degree of Response: Response contains no or at least one precisely stated and linked idea, a variety of support, or closure in response to prompt.</p> <p>Mechanics: Response contains errors that totally obscure meaning.</p>
Emerging 1	<p>Complexity of Language: Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p>Quality of Language: Response contains literal use of Tier 1 and a few Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes a few transitional words and at least one sentence structure that minimally orient the reader, logically develop ideas using transitions, or provide closure to a topic.</p> <p>Degree of Response: Response contains a few precisely stated and linked ideas, a variety of support, or closure in response to prompt.</p> <p>Mechanics: Response may have frequent errors that obscure meaning.</p>
Transitioning 2	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and at least one complex sentence.</p> <p>Quality of Language: Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes some transitional words and a few sentence structures that partially orient the reader, logically develop ideas using transitions, and provide closure to a topic.</p> <p>Degree of Response: Response contains some precisely stated and linked ideas, a variety of support, and closure in response to prompt.</p> <p>Mechanics: Response may have occasional errors that obscure meaning.</p>
Expanding 3	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and some complex sentences.</p> <p>Quality of Language: Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes many transitional words and some sentence structures that orient the reader, logically develop ideas using transitions, and provide closure to a topic.</p> <p>Degree of Response: Response contains many precisely stated and linked ideas, a variety of support, and closure in response to prompt.</p> <p>Mechanics: Response rarely contains errors that obscure meaning.</p>
Commanding 4	<p>Complexity of Language: Response contains mostly grade-appropriate simple and complex sentences.</p> <p>Quality of Language: Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes many and varied transitional words and sentence structures that orient the reader, logically develop ideas using transitions, and provide closure to a topic.</p> <p>Degree of Response: Response contains varied and sufficient precisely stated and linked ideas, a variety of support, and closure in response to prompt.</p> <p>Mechanics: Response has few or no errors that obscure meaning.</p>

Writing – Grades 5–6 ECR / Explanatory Footnotes to the Rubric					
Dimension	Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity of Language	Blank, no response Language other than English Illegible Response Unintelligible Response	Adapted text if one clear, well-constructed sentence is provided			
	Completely copied text	Response must include at least one sentence			
Quality of Language	Isolated words or a list of words or short phrases	Response must include at least one sentence	Response must include one complex sentence	Response includes both simple and some complex sentences; may include sentences beyond these	Response includes both simple and complex sentences; may include sentences beyond these
	Words represent only Tier 1 (most common, everyday words)	Mostly Tier 1 words with a few Tier 2 words possible	Tier 1, 2, and possibly Tier 3 words are present; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are present and used appropriately; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
Coherence of Response	Narrative Prompt	No coherence to the response due to brevity	At least one sentence that attempts to organize a narrative	At least some transition words and sentences that partially organize a narrative	Use of transition words and sentence structures to establish and organize a narrative
	Informational Prompt	No coherence to the response due to brevity	At least one sentence that attempts to orient, logically develop, or close a topic	At least some transition words and sentences that partially orient, logically develop, or close a topic	Use of transition words and sentence structures that logically orient, develop, and close a topic
Degree of Response	Narrative Prompt	At most one character detail, event, or closure expressed by single words or short phrases	At least two references to characters, details, events, or a closure	Some references to multiple characters, descriptive details, events in sequence, and a closure	Response contains multiple characters, relevant descriptive details, sequenced events, and closure
	Informational Prompt	At most one linked idea expressed by single words or short phrases	At least one linked idea with support or a closure	Some precisely stated, supported, and linked ideas, and a closure	Response contains varied and sufficient character references, details, events, and a closure
Mechanics	Words are unclear and meaning is mostly obscured May include inventive spelling	Some words are clear so that meaning is evident though there may be many errors May include inventive spelling	Response is mostly clear though there may be errors; L ₁ errors may be present May include inventive spelling	Response is always clear, though there may be errors; L ₁ errors may be present May include inventive spelling	Response is always clear with very few errors; L ₁ errors may be present but don't interfere with meaning May include inventive spelling

* L₁ errors refer to errors that are directly related to the structure or grammar of the native language.

Note: Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

Note: Due to the holistic nature of the rubric, a response that is less than two paragraphs but meets the majority of criteria for the dimensions of the performance level will receive the score for that performance level.

Writing—Grade 7–8: Rubric

Score	Grades 7–8 – ECR (Narrative)
Entering 0	<p>Complexity of Language: Response contains zero or few grade-appropriate words or short phrases.</p> <p>Quality of Language: Response contains most common literal use of Tier 1 grade-appropriate vocabulary in a narrative.</p> <p>Coherence of Response: Response includes zero or few transitional words that may or may not orient the reader, logically organize and connect ideas, or provide a closure in a narrative.</p> <p>Degree of Response: Response contains no or at least one reference to multiple characters or provides one or no precise detail, sequenced event, or closure in response to prompt.</p> <p>Mechanics: Response contains errors that totally obscure meaning.</p>
Emerging 1	<p>Complexity of Language: Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p>Quality of Language: Response contains literal use of Tier 1 and a few Tier 2 or Tier 3 grade-appropriate vocabulary in a narrative.</p> <p>Coherence of Response: Response includes a few transitional words and at least one sentence structure that minimally orient the reader, logically organize and connect ideas, or provide closure in a narrative.</p> <p>Degree of Response: Response contains a few references to multiple characters or provides a few precise details, sequenced events, or closure in response to prompt.</p> <p>Mechanics: Response may have frequent errors that obscure meaning.</p>
Transitioning 2	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and at least one complex sentence.</p> <p>Quality of Language: Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in narrative.</p> <p>Coherence of Response: Response includes some transitional words and a few sentence structures that partially orient the reader, logically organize and connect ideas, and provide closure in a narrative.</p> <p>Degree of Response: Response contains some references to multiple characters or provides some precise details, sequenced events, and closure in response to prompt.</p> <p>Mechanics: Response may have occasional errors that obscure meaning.</p>
Expanding 3	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and some complex sentences.</p> <p>Quality of Language: Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in a narrative.</p> <p>Coherence of Response: Response includes many transitional words and some sentence structures that orient the reader, logically organize and connect ideas, and provide closure in a narrative.</p> <p>Degree of Response: Response contains many references to multiple characters or provides many precise details, sequenced events, and closure in response to prompt.</p> <p>Mechanics: Response rarely contains errors that obscure meaning.</p>
Commanding 4	<p>Complexity of Language: Response contains mostly grade-appropriate simple and complex sentences.</p> <p>Quality of Language: Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in a narrative.</p> <p>Coherence of Response: Response includes many and varied transitional words and sentence structures that orient the reader, logically organize and connect ideas, and provide closure in a narrative.</p> <p>Degree of Response: Response contains varied and sufficient references to multiple characters or provides varied, sufficient and precise details, sequenced events, and closure in response to prompt.</p> <p>Mechanics: Response has few or no errors that obscure meaning.</p>

Writing—Grade 7–8: Rubric

Score	Grades 7–8 ECR (Informational)
Entering 0	<p>Complexity of Language: Response contains zero or few grade-appropriate words or short phrases.</p> <p>Quality of Language: Response contains most common literal use of Tier 1 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes zero or few transitional words that may or may not orient the reader, logically organize or connect ideas, or provide closure to a topic.</p> <p>Degree of Response: Response contains no or at least one precisely stated and linked claims and evidence, a variety of support, or closure in response to prompt.</p> <p>Mechanics: Response contains errors that totally obscure meaning.</p>
Emerging 1	<p>Complexity of Language: Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p>Quality of Language: Response contains literal use of Tier 1 and a few Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes a few transitional words and at least one sentence structure that minimally orient the reader, logically organize and connect ideas, or provide closure to a topic.</p> <p>Degree of Response: Response contains a few precisely stated and linked claims and evidence, a variety of support, or closure in response to prompt.</p> <p>Mechanics: Response may have frequent errors that obscure meaning.</p>
Transitioning 2	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and at least one complex sentence.</p> <p>Quality of Language: Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes some transitional words and a few sentence structures that partially orient the reader, logically organize and connect ideas, and provide closure to a topic.</p> <p>Degree of Response: Response contains some precisely stated and linked claims and evidence, a variety of support, and closure in response to prompt.</p> <p>Mechanics: Response may have occasional errors that obscure meaning.</p>
Expanding 3	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and some complex sentences.</p> <p>Quality of Language: Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes many transitional words and some sentence structures that orient the reader, logically organize and connect ideas, and provide closure to a topic.</p> <p>Degree of Response: Response contains many precisely stated and linked claims and evidence, a variety of support, and closure in response to prompt.</p> <p>Mechanics: Response rarely contains errors that obscure meaning.</p>
Commanding 4	<p>Complexity of Language: Response contains mostly grade-appropriate simple and complex sentences.</p> <p>Quality of Language: Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes many and varied transitional words and sentence structures that orient the reader, logically organize and connect ideas, and provide closure to a topic.</p> <p>Degree of Response: Response contains varied and sufficient precisely stated and linked claims and evidence, a variety of support, and closure in response to prompt.</p> <p>Mechanics: Response has few or no errors that obscure meaning.</p>

Writing – Grades 7–8 ECR / Explanatory Footnotes to the Rubric					
Dimension	Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity of Language	Blank, no response Language other than English Illegible Response Unintelligible Response	Adapted text if one clear, well-constructed sentence is provided			
	Completely copied text	Response must include at least one sentence	Response must include one complex sentence	Response includes both simple and some complex sentences; may include sentences beyond these	Response includes both simple and complex sentences; may include sentences beyond these
	Isolated words or a list of words or short phrases	Mostly Tier 1 words with a few Tier 2 words possible	Tier 1, 2, and possibly Tier 3 words are present; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are present and used appropriately; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
Quality of Language	Words represent only Tier 1 (most common, everyday words)	At least one sentence that attempts to organize a narrative	At least some transition words and sentences that partially organize a narrative	Use of transition words and sentence structures to establish and organize a narrative	Organization is clearly established with a variety of words and sentences
	No coherence to the response due to brevity	At least one sentence that attempts to orient, logically develop, or close a topic	At least some transition words and sentences that partially orient, logically develop, or close a topic	Use of transition words and sentence structures that logically orient, develop, and close a topic	Organization and development are clearly established with a variety of words and sentences
Coherence of Response	No coherence to the response due to brevity	At least two references to characters, details, events, or a closure	Some references to multiple characters, descriptive details, events in sequence, and a closure	Response contains multiple characters, relevant descriptive details, sequenced events, and closure	Response contains varied and sufficient character references, details, events, and a closure
	At most one character detail, event, or closure expressed by single words or short phrases	At least one linked claim and evidence or a closure	Some precisely stated and linked claims and evidence, and a closure	Response contains precisely stated claims and evidence with varied support and closure	Response contains varied and sufficient claims and evidence that are precisely stated, and a closure
Degree of Response	At most one claim or supportive idea expressed by single words or short phrases	Some words are clear so that meaning is evident though there may be many errors	Response is mostly clear though there may be errors; L ₁ errors may be present	Response is always clear, though there may be errors; L ₁ errors may be present	Response is always clear with very few errors; L ₁ errors may be present but don't interfere with meaning
	Words are unclear and meaning is mostly obscured	May include inventive spelling	May include inventive spelling	May include inventive spelling	May include inventive spelling
Mechanics	Words are unclear and meaning is mostly obscured	May include inventive spelling	May include inventive spelling	May include inventive spelling	May include inventive spelling
	May include inventive spelling	May include inventive spelling	May include inventive spelling	May include inventive spelling	May include inventive spelling

* L₁ errors refer to errors that are directly related to the structure or grammar of the native language.

Note: Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

Note: Due to the holistic nature of the rubric, a response that is less than two paragraphs but meets the majority of criteria for the dimensions of the performance level will receive the score for that performance level.

Directions

Read the passage again. Then you will be asked to write about the passage.

Going Green to Save the Planet

GOING GREEN
to Save Earth 

Be Part of the Solution!

-  **Keep garbage out of landfills**
-  **Pick up litter**
-  **Save water**
-  **Walk or ride a bicycle**
-  **Recycle plastic**





- 1 The phrase “Going Green” is popular these days. “Going Green” means people are trying to protect Earth from pollution and other damage humans cause. On April 22 each year, people around the world celebrate “Earth Day.” However, we should try to reduce pollution and recycle every day. “Going Green” really refers to a way of life that focuses on saving our environment.
- 2 We need to protect this planet so we have a clean, healthy place to live. One way to protect Earth is to keep garbage out of landfills, which are huge areas filled with trash. Picking up trash along roadsides and beaches can also help. Litter and landfill waste cause polluted soil, water, and air, and destroy the natural beauty of the land.

Go On 

WRITING

- 3 We can also protect the planet in other ways. First, we can take shorter showers to save water. Second, we can walk or ride a bicycle instead of using gasoline-powered vehicles to reduce air pollution. Another option is to purchase used or recycled products instead of using valuable resources to create new products.
- 4 How can we save our planet? The Worldwatch Institute offers helpful ideas about ways people can join “Going Green” efforts to be part of the solution, not part of the problem:
- 5
- 6 • Use water bottles that can be refilled. Don’t buy plastic water bottles that will likely be thrown away.
 - 7 • Save energy by turning down the heat in homes and unplugging appliances when they are not being used.
 - 8 • Borrow and share items such as books, movies, or tools. This also saves resources.
 - 9 • Keep electronic devices, such as cell phones and laptops, as long as possible. When it’s time for a new device, don’t throw old ones away. Instead, donate or recycle them.
- 9 Making better choices is good for all of us who want to live on a healthy planet. “Going Green” is one small step in the right direction.

WRITING

Now read the directions below.


Think about the steps to protect the environment given in the passage. Which steps do you already do? What are some other ways you can help protect the environment? Write at least two paragraphs to explain how you and your friends can help protect the environment. Use information from the passage and your own ideas to support your response.

Plan your writing. Use the space below to organize your ideas about what to write. You can make notes, an outline, a web, or any other kind of organizer. Your writing on this planning page will NOT count toward your final score.

You will write your final paragraphs on the next page.

Planning Page


Write at least two paragraphs
to explain how you and your friends
can help protect the environment.
Use information

Go On 

Score Point 0

- ◇ Response contains no (adapted or original) claims, evidence, support or closure
- ◇ All text copied verbatim from the prompt

Tras on rod

Go On 

Score Point 0

- ◇ Response contains a short phrase
- ◇ Response contains errors that totally obscure meaning

ENERGI GREN HELP

Go On



Score Point 0

- ◇ Response contains a few words

borrow and share items

Go On



Score Point 0

- ◇ Response contains a short phrase

We recicle. I shut off lites.

Go On



Score Point 1

- ◇ Response contains some grade-appropriate simple sentences that minimally orient the reader
- ◇ Response contains a few precisely stated claims

We Shower Short and help garbage and use
going green to help envment.


Go On



Score Point 1

- ◇ Response contains one sentence structure that minimally orients the reader
- ◇ Response contains a claim in response to the prompt

Gren is pop. Pepl hep plant. T us glas.
I do not us plastic. Cycl is impotent.

Go On 

Score Point 1

- ◇ Response contains some grade-appropriate simple sentences that minimally orient the reader, connect ideas and provide closure to the topic
- ◇ Response contains a few precisely stated claims, a variety of support and closure
- ◇ Response contains frequent errors that obscure meaning

Last night, we went to a great new restaurant in NYC. The food was excellent and it looked really cool inside. It made me really think that being a chef would be a great job.

First, I love to eat and like to try all different kinds of food. I like Italian food and Chinese food and even Middle Eastern food.

I also do a lot of cooking at home. My Mom works late so I make dinner for my sister. Her favorite food is pizza.

Finally, working in a restaurant would be lots of fun. I would get to create new dishes and meet all kinds of people.


Go On 

When I go to college, I will definitely work to be a chef. It will be the best job for me.

Score Point 1

- ◇ Response is completely irrelevant to the prompt


The steps fo protect envment
 are keep garbage out Landfills
 and pick up trash and I save
 enery by turning down heat.
 I got new cell phone, I gave old
 one to My bro.

Go On 

Score Point 2

- ◇ Response contains mostly grade-appropriate simple sentences and at least one complex sentence (adapted complex sentence)
- ◇ Response includes a sentence structure that partially orients the reader
- ◇ Response contains some precisely stated claims and evidence
- ◇ Response is mostly clear though there may be occasional errors that obscure meaning

My school recyc paper. We use blue box. We protect because is good for earth. Keep electronic devices such as cell phones and laptops, as long as possible. Use water bottles that can be re filled. Don't buy plastic water bottles that likely be thrown away. Borrow and share items such as "books, movies or tools. This also saves resources.

Go On 

Score Point 2

- ◇ Response contains mostly grade-appropriate simple sentences and at least one complex sentence (Remaining text is copied verbatim from prompt)
- ◇ Response includes sentence structures that partially orients the reader
- ◇ Response contains some precisely stated claims and evidence, a variety of support in response to prompt
- ◇ Response is mostly clear, may have occasional errors that obscure meaning
- ◇ May include inventive spelling

"Going Green" is great. Recycle, people!
It is the way of the future, Or we won't
have no future. Earth will die.


Go On



Score Point 2

- ◇ Response contains mostly grade-appropriate simple sentences and at least one complex sentence
- ◇ Response includes sentence structures that partially orient the reader, and logically organize and connect ideas
- ◇ Response contains some precisely stated claims and evidence, a variety of support in response to prompt

My Dad gets really mad when we
 leev the lights on. He never lets
 us by books or movies. We gets
 them from the library. He make
 us use water bottles and we never
 by plastic ones. He make us
 take short showrs and we never
 use our car unless we have to.
 I guess my Dad has been making
 us go green the hole time.

Go On 

Score Point 3


- ◇ Response contains mostly grade-appropriate simple sentences and some complex sentences
- ◇ Response includes some sentence structures that orient the reader, logically organize and connect ideas and provide closure to a topic
- ◇ Response contains many precisely stated and linked claims and evidence, a variety of support, and closure in response to prompt
- ◇ Response rarely contains errors that obscure meaning
- ◇ Response is always clear, though there may be errors (including errors related to the structure or grammar of the native language)
- ◇ May include inventive spelling

Going Green is how we can protect our environment. One way we can go green is to recycle by putting our paper and cans in the recycle bin.

Another way we go green is to walk and ride our bikes. that we won't waste gas. It will help keep the air clean.

Next we can turn the heat down in the winter when it is cold. If it is hot in the house when summer we can go outside to swim. We won't need to use air conditioning.

These are some ways we can help our earth.

Go On 

Score Point 3

- ◇ Response contains mostly grade-appropriate simple sentences and some complex sentences
- ◇ Response includes many transitional words and some sentence structures that orient the reader, logically organize and connect ideas and provide closure to a topic
- ◇ Response contains many precisely stated and linked claims and evidence, a variety of support, and closure in response to prompt
- ◇ Response rarely contains errors that obscure meaning
- ◇ Response is always clear, though there may be errors (including errors related to the structure or grammar of the native language)
- ◇ May include inventive spelling

The Earth is our home and we need to take care of it. There are many ways that the students at my school can work to protect our environment and resources.


The first place we can help is in the school cafeteria. There should be recycling stations to collect plastic and paper and glass. And compost bin for scrap food. Because of all the waste, they should ban the sale of bottle water.

The next place we help is at home. We can turn off lights, take shorter showers, and turn down the heat in the winter. Instead of riding to school in a car, we could use our bikes or skateboards.

The most important thing we do is work to educate our families, especially our younger brothers and sisters.

It is our job to keep our planet happy.

GO GREEN!

Go On 


Score Point 4

- ◇ Response contains mostly grade-appropriate simple and complex sentences
- ◇ Response is related to the prompt (doesn't answer question posed)
- ◇ Response includes many and varied transitional words and sentence structures that orient the reader, logically organize and connect ideas, and provide closure to a topic
- ◇ Response contains varied and sufficiently precisely stated and linked claims and evidence, a variety of support and closure
- ◇ Response has few or no errors that obscure meaning

GOING GREEN MEANS PROTECTING THE EARTH FROM POLLUTION. NOT JUST FOR EARTH DAY (APRIL 22) BUT EVERYDAY WE SHOULD RECYCLE. IT'S A WAY OF LIFE.

THE TEXT SAYS ACCORDING TO THE WORLD WATCH INSTITUTE, WE CAN HELP THE ENVIRONMENT AND GO GREEN. IN MANY WAYS. FIRST, WE CAN BUY ONE WATER BOTTLE AND KEEP FILLING IT WITH WATER. SECOND, WE CAN LOWER THE HEAT IN OUR HOME IN THE WINTER AND NOT PLUG IN APPLIANCES UNLESS WE ARE USING IT. THIRD WE CAN USE BOOKS AND MOVIES FROM OTHER PEOPLE AND NOT BUY NEW ONES.

IN ADDITION, WE SHOULD KEEP OUR ELECTRONICS AS LONG AS WE CAN. ONLY BUY NEW ONES WHEN YOU HAVE TO AND DONATE OR RECYCLE OLD ONES. GOING GREEN IS THE WAY TO PROTECT THE EARTH!

Go On 

Score Point 4

- ◇ Response contains mostly grade-appropriate simple and complex sentences
- ◇ Response is relevant to the prompt
- ◇ Response includes many and varied transitional words and sentence structures that orient the reader, logically organize and connect ideas, and provide closure to a topic
- ◇ Response contains varied and sufficiently precisely stated and linked claims and evidence, a variety of support and closure
- ◇ Response has few or no errors that obscure meaning
- ◇ May include inventive spelling

The Worldwatch Institute suggests different ways we all can change the world and save our planet, according to the text.

My family already does most of these things. We pick up trash in our neighborhood. We ride our bikes to the store or park. Saving water is built into our family because the water fixtures in our showers & sinks conserve water for us. My brothers and I also help out by saving and sorting all the plastic, paper & metal items. Even at school I am involved in the "Earth Matters" club. We often talk about Global warming and ways we can stop that. I have learned that not only can pollution be man made but it can also be caused by natural things, like cows! However, the things we can control are the parts of our environment that are right in front of us, like using containers for drinks that can be reuse and

not thrown away, buying recycled items, paper maybe and using leaves to protect plants in winter. Most important is composting all the food we don't eat. You can use it on your garden.

These are many ideas of ways to preserve our Green Earth and make it a better place to live for all of us.


Score Point 4

- ◇ Response contains mostly grade-appropriate simple and complex sentences
- ◇ Response is relevant to prompt
- ◇ Response includes many and varied sentence structures that orient the reader, logically organize and connect ideas, and provide closure to a topic
- ◇ Response contains varied and sufficiently precisely stated and linked claims and evidence, a variety of support and closure in response to the prompt
- ◇ Response has few or no errors that obscure meaning

What will our beaches look like in 20 years?
50 years? Will they be covered with trash and
dead fish? Will the ocean be empty? We need
to start working right now to make sure humans do
not destroy the Earth.

What can we do? We can follow the rule of Reduce,
Reuse and Recycle. We can reduce the amount of
resources we use, such as water and gas and electricity.
We can Reuse plastic bottles and get books and movies
from the library. We can recycle our plastics and glass
and cardboard from our houses.

Reduce, reuse, recycle is something the students
at my school need to learn and then do in their
own lives.

Go On 

Score Point 4

- ◇ Response contains mostly grade-appropriate simple and complex sentences
- ◇ Response is relevant to the prompt
- ◇ Response includes many and varied sentence structures that orient the reader, logically organize and connect ideas, and provide closure to a topic
- ◇ Response contains varied and sufficiently precisely stated and linked claims and evidence, a variety of support and closure
- ◇ Response has few or no errors that obscure meaning

Writing—Grade 9–12: Rubric

Score	Grades 9–12 ECR (Narrative)
Entering 0	<p>Complexity of Language: Response contains zero or few grade-appropriate words or short phrases.</p> <p>Quality of Language: Response contains most common literal use of Tier 1 grade-appropriate vocabulary in a narrative.</p> <p>Coherence of Response: Response includes zero or few transitional words that may or may not orient the reader, logically organize and connect ideas, or provide closure in a narrative.</p> <p>Degree of Response: Response contains no or at least one reference to multiple characters or provides one or no well-chosen detail, sequenced event, or closure in response to prompt.</p> <p>Mechanics: Response contains errors that totally obscure meaning.</p>
Emerging 1	<p>Complexity of Language: Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p>Quality of Language: Response contains literal use of Tier 1 and a few Tier 2 or Tier 3 grade-appropriate vocabulary in a narrative.</p> <p>Coherence of Response: Response includes a few transitional words and at least one sentence structure that minimally orient the reader, logically organize and connect ideas, or provide closure in a narrative.</p> <p>Degree of Response: Response contains a few references to multiple characters or provides a few well-chosen details, sequenced events, or closure in response to prompt.</p> <p>Mechanics: Response may have frequent errors that obscure meaning.</p>
Transitioning 2	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and at least one complex sentence.</p> <p>Quality of Language: Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in a narrative.</p> <p>Coherence of Response: Response includes some transitional words and a few sentence structures that partially orient the reader, logically organize and connect ideas, and provide closure in a narrative.</p> <p>Degree of Response: Response contains some references to multiple characters or provides some well-chosen details, sequenced events, and closure in response to prompt.</p> <p>Mechanics: Response may have occasional errors that obscure meaning.</p>
Expanding 3	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and some complex sentences.</p> <p>Quality of Language: Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in a narrative.</p> <p>Coherence of Response: Response includes many transitional words and some sentence structures that orient the reader, logically organize and connect ideas, and provide closure in a narrative.</p> <p>Degree of Response: Response contains many references to multiple characters or provides many well-chosen details, sequenced events, and closure in response to prompt.</p> <p>Mechanics: Response rarely contains errors that obscure meaning.</p>
Commanding 4	<p>Complexity of Language: Response contains mostly grade-appropriate simple and complex sentences.</p> <p>Quality of Language: Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in a narrative.</p> <p>Coherence of Response: Response includes many and varied transitional words and sentence structures that orient the reader, logically organize and connect ideas, and provide closure in a narrative.</p> <p>Degree of Response: Response contains varied and sufficient references to multiple characters or provides varied, sufficient and well-chosen details, sequenced events, and closure in response to prompt.</p> <p>Mechanics: Response has few or no errors that obscure meaning.</p>

Writing—Grade 9–12: Rubric

Score	Grades 9–12 ECR (Informational)
Entering 0	<p>Complexity of Language: Response contains zero or few grade-appropriate words or short phrases.</p> <p>Quality of Language: Response contains most common literal use of Tier 1 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes zero or few transitional words that may or may not orient the reader, logically organize or connect ideas, or provide closure to a topic.</p> <p>Degree of Response: Response contains no or at least one precise, well-chosen, cohesive claims and evidence, a variety of support, or closure in response to prompt.</p> <p>Mechanics: Response contains errors that totally obscure meaning.</p>
Emerging 1	<p>Complexity of Language: Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p>Quality of Language: Response contains literal use of Tier 1 and a few Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes a few transitional words and at least one sentence structure that minimally orient the reader, logically organize and connect ideas, or provide closure to a topic.</p> <p>Degree of Response: Response contains a few precise, well-chosen, cohesive claims and evidence, a variety of support, or closure in response to prompt.</p> <p>Mechanics: Response may have frequent errors that obscure meaning</p>
Transitioning 2	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and at least one complex sentence.</p> <p>Quality of Language: Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes some transitional words and a few sentence structures that partially orient the reader, logically organize and connect ideas, and provide closure to a topic.</p> <p>Degree of Response: Response contains some precise, well-chosen, cohesive claims and evidence, a variety of support, and closure in response to prompt.</p> <p>Mechanics: Response may have occasional errors that obscure meaning.</p>
Expanding 3	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and some complex sentences.</p> <p>Quality of Language: Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes many transitional words and some sentence structures that orient the reader, logically organize and connect ideas, and provide closure to a topic.</p> <p>Degree of Response: Response contains many precise, well-chosen, cohesive claims and evidence, a variety of support, and closure in response to prompt.</p> <p>Mechanics: Response rarely contains errors that obscure meaning.</p>
Commanding 4	<p>Complexity of Language: Response contains mostly grade-appropriate simple and complex sentences.</p> <p>Quality of Language: Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes many and varied transitional words and sentence structures that orient the reader, logically organize and connect ideas, and provide closure to a topic.</p> <p>Degree of Response: Response contains varied and sufficient precise, well-chosen, cohesive claims and evidence, a variety of support, and closure in response to prompt.</p> <p>Mechanics: Response has few or no errors that obscure meaning.</p>

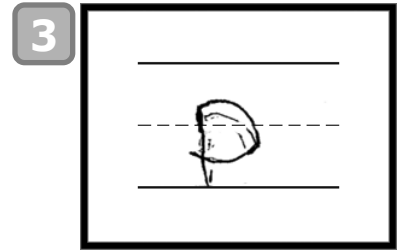
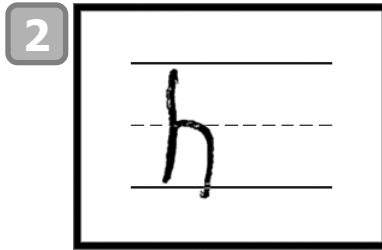
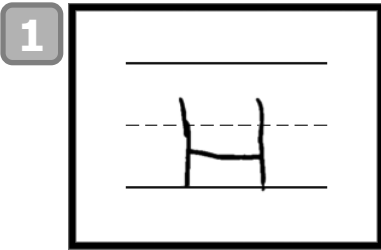
Writing – Grades 9–12 ECR / Explanatory Footnotes to the Rubric					
Dimension	Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity of Language	Blank, no response Language other than English Illegible Response Unintelligible Response	Adapted text if one clear, well-constructed sentence is provided	Response must include one complex sentence	Response includes both simple and some complex sentences; may include sentences beyond these	Response includes both simple and complex sentences; may include sentences beyond these
	Completely copied text	Response must include at least one sentence	Tier 1, 2, and possibly Tier 3 words are present; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are present and used appropriately; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
Quality of Language	Isolated words or a list of words or short phrases	Mostly Tier 1 words with a few Tier 2 words possible	At least some transition words and sentences that partially organize a narrative	Use of transition words and sentence structures to establish and organize a narrative	Organization is clearly established with a variety of words and sentences
	Words represent only Tier 1 (most common, everyday words)	At least one sentence that attempts to organize a narrative	At least some transition words and sentences that partially orient, logically develop, or close a topic	Use of transition words and sentence structures that logically orient, develop, and close a topic	Organization and development are clearly established with a variety of words and sentences
Coherence of Response	No coherence to the response due to brevity	At least one sentence that attempts to orient, logically develop, or close a topic	Some references to multiple characters, well-chosen details, events in sequence, and a closure	Response contains multiple characters, relevant well-chosen details, sequenced events, and closure	Response contains varied and sufficient character references, well-chosen details, events, and a closure
	No coherence to the response due to brevity	At least one well-chosen claim and evidence or a closure	Some precisely stated and well-chosen claims and evidence, and a closure	Response contains precisely stated, well-chosen claims and evidence with varied support and closure	Response contains varied and sufficient cohesive claims and evidence that are precisely stated, and a closure
Degree of Response	At most one character detail, event, or closure expressed by single words or short phrases	Some words are clear so that meaning is evident though there may be many errors	Response is mostly clear though there may be errors; L ₁ errors may be present	Response is always clear, though there may be errors; L ₁ errors may be present	Response is always clear with very few errors; L ₁ errors may be present but don't interfere with meaning
	At most one claim or supportive idea expressed by single words or short phrases	May include inventive spelling	May include inventive spelling	May include inventive spelling	May include inventive spelling
Mechanics	Words are unclear and meaning is mostly obscured	May include inventive spelling	May include inventive spelling	May include inventive spelling	May include inventive spelling
	May include inventive spelling	May include inventive spelling	May include inventive spelling	May include inventive spelling	May include inventive spelling

* L₁ errors refer to errors that are directly related to the structure or grammar of the native language.

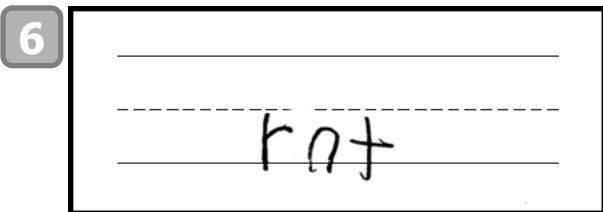
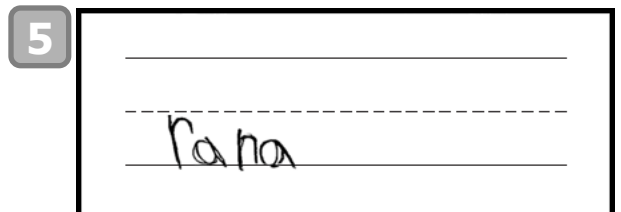
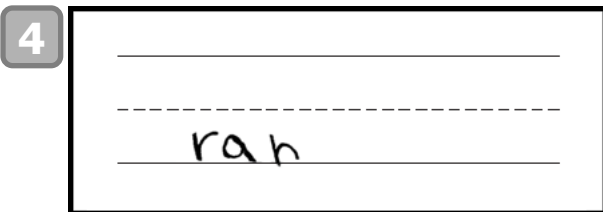
Note: Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

Note: Due to the holistic nature of the rubric, a response that is less than two paragraphs but meets the majority of criteria for the dimensions of the performance level will receive the score for that performance level.

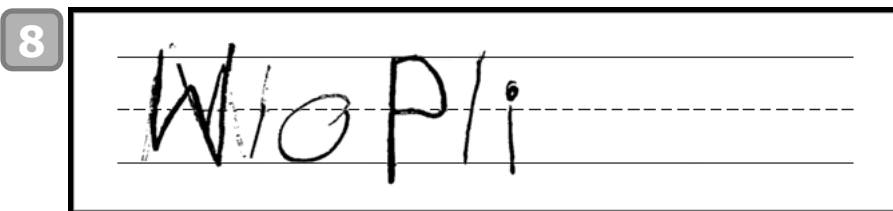
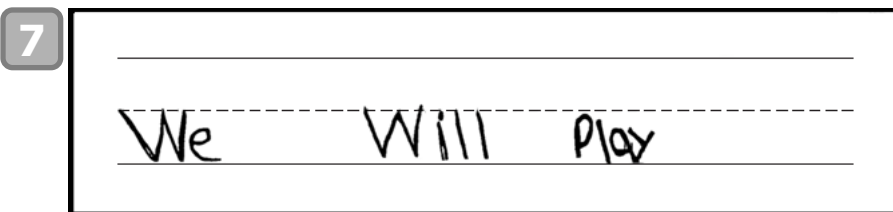
Letter Writing



Word Copying




Sentence Writing



Short Constructed Response (SCR)

9

My favet is a lari

si Kletn Ber.

10

I like the priesses book
because I like went the
priesses is playing in the
gress.

Writing—Kindergarten Practice Item Score Sheet

1

Score:

Letter Writing

2

Score:

Letter Writing

3

Score:

Letter Writing

4

Score:

Word Copying

5

Score:

Word Copying

6

Score:

Word Copying

7

Score:

Sentence Writing

8

Score:

Sentence Writing

9

Score:

Short Constructed Response (SCR)

10

Score:

Short Constructed Response (SCR)

Writing—Grade K Practice Item Key

Practice 1 Score: 1	<ul style="list-style-type: none">◇ Student produces letter accurately◇ Letter is recognizable as the correct letter (H)◇ May be upper or lowercase
Practice 2 Score: 1	<ul style="list-style-type: none">◇ Student produces letter accurately◇ Letter is recognizable as the correct letter (H)◇ May be upper or lowercase
Practice 3 Score: 0	<ul style="list-style-type: none">◇ Student does not produce letter accurately◇ Incorrect letter
Practice 4 Score: 0	<ul style="list-style-type: none">◇ Student cannot produce (correct) sight word◇ Incorrect word or spelling (not run)
Practice 5 Score: 0	<ul style="list-style-type: none">◇ Student cannot produce (correct) sight word◇ Incorrect word or spelling (not run)
Practice 6 Score: 0	<ul style="list-style-type: none">◇ Student cannot produce (correct) sight word◇ Incorrect word or spelling (not run)
Practice 7 Score: 2	<ul style="list-style-type: none">◇ Student can produce letters accurately◇ Student can often produce sight words and commonly spelled words◇ Includes all words in the correct order◇ Maintains appropriate spacing◇ May or may not use appropriate end punctuation
Practice 8 Score: 0	<ul style="list-style-type: none">◇ Student cannot differentiate letters and words◇ Student can produce some or no sight words or commonly spelled words
Practice 9 Score: 1	<ul style="list-style-type: none">◇ Response includes words and phrases as well as drawings to minimally provide descriptions and events to write about a topic◇ Response may have frequent errors that obscure meanings
Practice 10 Score: 3	<ul style="list-style-type: none">◇ Response contains a complex sentence (not expected for Kindergarten- Commanding level Complexity)◇ May use grade appropriate spelling (inventive spelling)◇ Response rarely contains errors that obscure meaning

1

Gramma has a garden of corn and beans. They say they are going to eat corn ears for dinner. They pick corn ears and cook them and ate them for dinner.

Go On 

2

I and grandmother help and plant


I and grandmother help and plant corn

I and grandmother help

Go On



3

There was a grandmother that
had a garden. In the garden there
was corn and beans. The grandmother
and a girl were picking the
corn and beans and the
girl said I want the corn
and the bean for dinner. Go On 

So the grandmother cooked the
corn and beans for dinner.

4


The corn field began.

Go On



5

I think narrator feels happy
and she took the frute and
cook them for dinner it is
yummy and delishis i like
them now.

Go On 

1

The topic is about is a country that lies between to China and India. Most people in Nepal live in the central and southern regions. Nepal's northern side is formed by the Sherpa people. Many Sherpas live around the southern base of mountains Everest, which is the tallest mountain in the world.

STOP

2

In Nepal the yak's are very useful. it has a lot of benefits. It helps them carry heavy heavy loads that's too heavy for a human being to carry. The yak looks like a cow. it has thick fur that keeps them all warm. The Sherpas uses the yak's fine, thick wool to keep their own clothing warm in this freezing weathers. The sherpas are very happy with their wonderful yak which helps them a lot.

STOP

3

The Sherpa people live on high mountains and it is very steep that's why they can not use cars they mostly ~~are~~ go hiking when they want to carry heavy loads they use a yak a yak has very thick fur.

STOP


4

Yaks are important to sherpa people, there is a lot of reasons why they are important. Yaks are useful. They are useful in many ways. They help people carry items. When they are going somewhere and there is a lot of items they put it on the yak, so they can carry it since the bags are heavy and the yak is strong. They have a lot of energy to walk and run. Also yaks are very strong. When someone is trying to attack or kill them the yak can kill that person easily. There is many facts to why yaks are so important to the sherpa people.



5

Nepal is a country that lies between China and India. Most people in Nepal live in the central and southern regions. Nepal's borders are so steep the Sherpas can't use cars because of this, they hike everywhere and carry items that they need. On their backs sometimes they use animals to carry very heavy loads. One animal they use is called a yakk. A yakk is like a cow but it has thicker fur. Keeps the yak warm. 1 lb - 100 lb



1

THE CIRCULATORY SYSTEM IS IMPORTANT
BECAUSE OF NECESSITIES LIKE NUTRIENTS
WATER AND OXYGEN IN THE BLOOD AND
BLOOD VESSELS WITHIN THIS SYSTEM
THE HEART IS A VERY

A black octagonal sign with the word "STOP" written in white capital letters in the center.

2

I not have confidence in my self.



3

In this passage the author describe two kinds of circulatory system. one of the circulatory system is open which is very different from the closed system. The open circulatory system pumped from the heart through the blood vessel. The second type of circulatory system is closed which animal has. the closed circulatory system work through the veins which the veins carry blood without oxygen and help direct the flow of blood back the heart. Closed circulatory system is better because it work better then the open one and it control where the blood flow within the body.

STOP

4

Humans contained close circulatory system. In closed system, blood is contained inside blood vessels & flow towards the organs. We also have two systems that is deoxygenated and oxygenated which makes it more compatible than open system. Blood vessels are composed of veins and arteries. Arteries carry oxygenated blood and supply the blood into the body. & in another way veins carry deoxygenated from organs and go back to the heart, to make it oxygenated. Close system is very efficient because it didn't cause any problems. All organs do their function very efficiently. But in open system the blood circulation is different, blood is pumped from the heart through blood vessels. It then leaves the vessels and enters into the open areas in body. In it, oxygenated & deoxygenated blood are mixed. If we placed open system into the human body its not good for our health. We didn't take oxygen goodly. Our breathing and all systems are in great dangers. That's why close system is good for humans.

STOP

5

The circulatory system is important for the people, because people don't care about healthy and wellness we could get more bad, so we should be care about that, we body inside have a lot of blood, every people blood all different, because we inside blood is same for the parents, but it is not all same but we only want little blood we can know who is your parents, who is your family, it is very amazing for that, circulatory system it provides a way for necessities like nutrients, water, and oxygen in the blood to get their proper places in the body, so this is serious problem for your healthy, some people look like very healthy but for they body maybe not healthy. Some people look like not healthy, but for them inside very healthy, so don't feel your young can not care about the your wellness and health, because you don't know the bad healthy is slowly go to your body, we should care about that, so everybody don't get bad thing for your body, eat for healthy foods, we want have best healthy and wellness.



Writing—SCR Practice Item Score Sheet

1 Score: **Grades 1–2 Short Constructed Response**

2 Score: **Grades 1–2 Short Constructed Response**

3 Score: **Grades 1–2 Short Constructed Response**

4 Score: **Grades 1–2 Short Constructed Response**

5 Score: **Grades 1–2 Short Constructed Response**

1 Score: **Grades 5–6 Short Constructed Response**

2 Score: **Grades 5–6 Short Constructed Response**

3 Score: **Grades 5–6 Short Constructed Response**

4 Score: **Grades 5–6 Short Constructed Response**

5 Score: **Grades 5–6 Short Constructed Response**

1 Score: **Grades 9–12 Short Constructed Response**

2 Score: **Grades 9–12 Short Constructed Response**

3 Score: **Grades 9–12 Short Constructed Response**

4 Score: **Grades 9–12 Short Constructed Response**

5 Score: **Grades 9–12 Short Constructed Response**

Practice 1

- ◇ Response is completely irrelevant to the prompt

Score: **1**

Practice 2

- ◇ Response contains some grade-appropriate words, short phrases and a few simple sentences to introduce thoughts and ideas in a written text
- ◇ Response contains literal use of Tier 1 grade-appropriate vocabulary
- ◇ Response includes at least one sentence that introduces a complete thought
- ◇ Response may have frequent errors that obscure meaning

Score: **1**

Practice 3

- ◇ Response is completely irrelevant to the prompt

Score: **1**

Practice 4

- ◇ Response contains few grade-appropriate short phrases
- ◇ Response includes no detailed thought or ideas
- ◇ Response may contain errors that totally obscure meaning

Score: **0**

Practice 5

- ◇ Response contains mostly grade-appropriate simple sentences and at least one compound sentence to introduce thoughts and ideas in a written text and complete thoughts
- ◇ Response contains some detailed thought, feelings and ideas
- ◇ Response may have occasional errors that obscure meaning

Score: **2**

Practice 1

Score:

1

- ◇ Response contains some grade-appropriate words, short phrases and a few simple sentences (adapted)
- ◇ Most sentences are adapted (some poorly) from prompt text
- ◇ Response contains at least one sentence structure that minimally orients the reader
- ◇ Some text is copied verbatim from prompt text
- ◇ Response may have frequent errors that obscure meaning

Practice 2

Score:

3

- ◇ Response contains mostly grade-appropriate simple sentences and some complex sentences
- ◇ Relevant to the prompt
- ◇ Response includes some sentence structures that orient the reader, logically develop ideas and provide closure in a written text
- ◇ Transitioning Degree of Response- Response contains **some (not many)** precisely detailed ideas and facts in a written text
- ◇ Response is clear, few or no errors that obscure meaning

Practice 3

Score:

2

- ◇ Response contains mostly grade-appropriate simple sentences and at least one complex sentence
- ◇ Relevant to prompt
- ◇ Response includes some precise details
- ◇ Response is mostly clear, errors may occasionally obscure meaning

Practice 4

Score:

4

- ◇ Response contains mostly grade-appropriate simple sentences and complex sentences
- ◇ Relevant to the prompt
- ◇ Response includes transitional words and some sentence structures that orient the reader, logically develop ideas and provide closure in a written text
- ◇ Response contains varied and sufficient precisely detailed ideas and facts in a written text
- ◇ Response has few or no errors that obscure meaning

Practice 5

Score:

0

- ◇ Response contains no (adapted or original) idea or fact
- ◇ Copied paragraph verbatim

Practice 1

- ◇ Response contains no (original or adapted) precisely described detailed ideas or facts in a written text
- ◇ Completely copied text

Score: **0**

Practice 2

- ◇ Response is completely irrelevant to the prompt

Score: **1**

Practice 3

- ◇ Response contains mostly grade-appropriate simple sentences and some complex sentences to provide an orientation, logically explained, organized and cohesive ideas and closure in a coherent written text
- ◇ Response includes some sentence structures that orient the reader, logically organize and connect ideas and provide closure in written text
- ◇ Response contains many precisely described and detailed ideas and facts in a written text
- ◇ Response rarely contains errors that obscure meaning

Score: **3**

Practice 4

- ◇ Response contains mostly grade-appropriate simple and complex sentences to provide an orientation, logically explained, organized and cohesive ideas, and closure in a coherent written text
- ◇ Response includes many and varied grade-appropriate words and sentence structures that orient the reader, logically organize and connect ideas, and provide closure
- ◇ Response contains varied and sufficient precisely described detailed ideas and facts
- ◇ Response has few or no errors that obscure meaning

Score: **4**

Practice 5

- ◇ Response contains mostly grade-appropriate simple sentences and at least one complex sentence to provide an orientation
- ◇ Coherence of Response is poor (Emerging Coherence)
- ◇ Response contains some detailed ideas and facts
- ◇ Response is relevant to the prompt
- ◇ Response contains occasional errors that obscure meaning

Score: **2**

1

A trip to the City.
 The train stoped and
 the girl asked her grandfatho
 "Are we going to the trip
 to the city?"
 Then they were exited!
 She went to the city
 when she was a baby
 but didn't really → Go On →

remember. She lived
 in the mountains
 now. After, Grandfather
 said "It's different in
 the City."
 There are lots of
 people cars, buses &
 no trees.
 She said "It is so
 different here but thank
 for the trip!"

2

Isabella see bus.

Go On



3

Grandpa and the girl rode the train because they like the city. It was different and it was nice. It was noise. City was hot and it was big.

Go On



4

Sity tran

Go On



5


One day Isabella's grandfather asked her if she would like to go on a trip. A trip to the city. He said it was not like anything she knew of home in the mountains.

Of course she said 'yes'! When they got there Isabella noticed right away—it was warmer there.

August in the mountains was much cooler. That wasn't the only different thing she saw. There were lots of lights & buildings and policemen in the street with their blue uniforms on & whistles. It was so exciting to see it all.


Isabella asked her Grandpa "Is there a zoo here" because she really likes animals. "Oh yes Grandpa said with twinkling eyes. "I would love to go to the zoo next time we come to the city." said Isabella. "Please!"

Grandpa smiled and "of course we can Isabella. I will show you lots more exciting things next time."

Go On 

1


There are other ways to protect the planet. Use water bottles that can be refilled. Turning down heat in homes. Instead donate or recycle them. We need to protect this planet so we have a clean healthy place to live.

Go On 

2

Pollution is bad and we need to work hard to stop it.

It is fun because we think way to recycle. Me + my friends pick up trash. We give books to each other. If our computer breaks we take it to the recycle place.

Go On 


3

Everybody today is involved in the movement to protect the planet from the harm that generations of humans have inflicted on it.

I like to help save the planet by taking shorter showers and turning off the water when I'm not using it, like when I brush my teeth.

In addition there are many other ways that people can be a part of "going green." First, you can recycle cell phones and other electronic equipments when you are finished with them. Then there is usually an environmental club at school that can clean up the area around the schools and sometimes other areas in the city. Our school has also helped clean up animals after a oil spill happened. Last it is better to use water bottles that can be refilled than buying plastic water bottle all the time and throwing it away. At last recycle the water bottles if you are going to use this kind.

It is a choice we all must make. Just make the write choice!


Go On 

4

There are many step to protect our Earth. My friends and I need to help reduce pollution so (that) the planet can stay healthy.

We can recycle the glass and plastic bottles we use at our house. They won't be put in the garbage and pollute the land. Also my friends and I ride our bikes to visit each other.

Another thing we can do together is we can ask more friends "please help us recycle." Then we have a club and we clean up the trash on the grass at school. Know you do some ideas about we can help our earth.

Go On 

5

We want to protect our planet and have a healthy place to live. Save energy by unplugging appliances. Borrow books and movies and tools.

Go On



Writing—ECR Practice Item Score Sheet

1 Score: **Grades 3–4 Extended Constructed Response**

2 Score: **Grades 3–4 Extended Constructed Response**

3 Score: **Grades 3–4 Extended Constructed Response**

4 Score: **Grades 3–4 Extended Constructed Response**

5 Score: **Grades 3–4 Extended Constructed Response**

1 Score: **Grades 7–8 Extended Constructed Response**

2 Score: **Grades 7–8 Extended Constructed Response**

3 Score: **Grades 7–8 Extended Constructed Response**

4 Score: **Grades 7–8 Extended Constructed Response**

5 Score: **Grades 7–8 Extended Constructed Response**

Practice 1

Score: **3**

- ◇ Response contains mostly grade-appropriate simple and some complex sentences
- ◇ Response includes many transitional words and some sentence structures that introduce, develop, link and complete a narrative
- ◇ Response contains many detailed descriptions, events in sequence and a closure
- ◇ Response rarely contains errors that obscure meaning

Practice 2

Score: **1**

- ◇ Response includes at least one sentence structure that minimally introduces a narrative
- ◇ Single simple sentence

Practice 3

Score: **2**

- ◇ Response contains mostly grade-appropriate simple sentences and at least one complex sentence
- ◇ Response includes a few sentence structures that partially introduce and develop a narrative
- ◇ Response contains some detailed descriptions
- ◇ Response is mostly clear though there may be errors

Practice 4

Score: **0**

- ◇ Response contains a few grade appropriate words or short phrases
- ◇ Zero sentences present

Practice 5

Score: **4**

- ◇ Response contains mostly grade-appropriate simple and complex sentences
- ◇ Response contains many and varied transitional words and sentence structures that introduce, develop, link and complete a narrative
- ◇ Response contains varied and sufficient detailed descriptions, events in sequence, and a closure in response to prompt
- ◇ Response has few or no errors that obscure meaning

Practice 1

- ◇ Response contains no (original or adapted) claims or evidence
- ◇ All text copied verbatim from prompt

Score: **0**

Practice 2

- ◇ Response contains mostly grade-appropriate simple sentences and some complex sentences (Expanding Complexity)
- ◇ Response includes at least one sentence structure that minimally orient the reader (Emerging Coherence, poor organization)
- ◇ Response contains some precisely stated claims and evidence, a variety of support
- ◇ Response may have occasional errors that obscure meaning

Score: **2**

Practice 3

- ◇ Response contains mostly grade-appropriate simple and complex sentences
- ◇ Response includes many and varied transitional words and sentence structures that orient the reader, logically organize and connect ideas, and provide closure to a topic
- ◇ Response contains varied and sufficient precisely stated and linked claims and evidence, a variety of support and closure in response to the prompt
- ◇ Response has few or no errors that obscure meaning

Score: **4**

Practice 4

- ◇ Response contains mostly grade-appropriate simple sentences and some complex sentences
- ◇ Response includes some transitional words and some sentence structures that orient the reader, logically organize and connect ideas, and provide closure to a topic
- ◇ Response contains many stated claims and linked claims and evidence, a variety of support and closure in response to prompt
- ◇ Response rarely contains errors that obscure meaning

Score: **3**

Practice 5

- ◇ Response contains some grade-appropriate words, short phrases and simple sentences.
- ◇ Response contains one adapted sentence, all other text is copied from the prompt
- ◇ Response contains a precisely stated claim

Score: **1**

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TABBED DIVIDER – BLUE (Back Page)

Table of Contents

Speaking Rubric **p 200**

Samples

This section will provide samples of each item level and each score point for three different grade bands: 1-2, 5-6, and 9-12. Explanations of the scoring for each sample will be provided. Keep in mind that these are real samples from live test administrations. Listen to samples on the accompanying CD

Grades 1-2 Speaking **p 201**

- Entering: 2 samples
- Emerging: 2 samples
- Transitioning: 3 samples
- Expanding: 3 samples
- Commanding: 3 samples

Grades 5-6 Speaking **p 206**

- Entering: 2 samples
- Emerging: 2 samples
- Transitioning: 3 samples
- Expanding: 3 samples
- Commanding: 3 samples

Grades 9-12 Speaking **p 211**

- Entering: 2 sample
- Emerging: 2 samples
- Transitioning: 3 samples
- Expanding: 3 samples
- Commanding: 3 samples

Scoring Practice **p 216**

This section features a set of responses to items at each item level. You will be presented with four samples of questions from various grade bands that are all at the same item level (entering, emerging, transitioning, expanding, commanding). Listen to the item and the response, and then use your rubric to assign a rating.

- Entering Items: 4 responses from across grade levels
- Emerging Items: 4 responses from across grade levels
- Transitioning Items: 4 responses from across grade levels
- Expanding Items: 4 responses from across grade levels
- Commanding Items: 4 responses from across grade levels

Key with annotations **p 236**

Speaking—Rubric



2015 NYSESLAT Speaking Rubric Grades Kindergarten through 12

Item Level	Score 0 Does Not Meet Expectations	Score 1 Meets Expectations	
Entering	<ul style="list-style-type: none"> No response, non-English response, or unintelligible response 	<ul style="list-style-type: none"> Uses one word to respond May use multiple words, short phrases, or sentences May not express a complete thought or idea Errors may totally obscure meaning 	N/A
Emerging	<ul style="list-style-type: none"> Uses inappropriate word to respond Does not express a complete thought or idea Non-response Non-English or unintelligible 	<ul style="list-style-type: none"> Uses appropriate word or multiple words to respond May use short phrases or sentences May only partially express thoughts and ideas Frequent errors may obscure meaning 	N/A

Item Level	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
Transitioning	<ul style="list-style-type: none"> Uses one word to respond or gives no response, non-English response, or unintelligible response Does not express a complete thought or idea Errors may totally obscure meaning 	<ul style="list-style-type: none"> Uses multiple words to respond Partially expresses thoughts and ideas Frequent errors may obscure meaning 	<ul style="list-style-type: none"> Uses connected phrases or a simple sentence to respond May use multiple sentences Expresses complete thoughts and ideas Occasional errors in words and structures may obscure some meaning
Expanding	<ul style="list-style-type: none"> Uses at most multiple words to respond Does not express complete thoughts and ideas Frequent errors may obscure meaning 	<ul style="list-style-type: none"> Uses connected phrases or a simple sentence to respond Expresses complete thoughts and ideas Occasional errors in words and structures may obscure some meaning 	<ul style="list-style-type: none"> Uses connected simple sentences to respond May use limited complex sentences Expresses connected and complete thoughts and ideas Infrequent errors in words and structure may obscure some meaning
Commanding	<ul style="list-style-type: none"> Uses at most connected phrases or a simple sentence to respond May express complete thoughts and ideas Occasional or frequent errors in words and structures may obscure meaning 	<ul style="list-style-type: none"> Uses connected simple sentences to respond Expresses connected and complete thoughts and ideas Infrequent errors in words and structure may obscure some meaning 	<ul style="list-style-type: none"> Uses connected complex sentences Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas No errors or infrequent errors that do not obscure meaning



Introduction

This is a picture of Luis, his brother, and his father outside in the winter. I see a tree [Point].

Question

Now tell me what else you see in the picture.

Optional Rephrasing

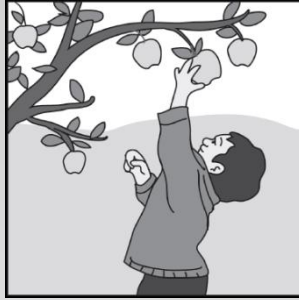
This is a picture of a winter day. I see a tree [Point]. What do you see?

Track 1 Score 0: Does Not Meet Expectations

Note that the administrator did rephrase, although he should not have done so more than once. There is no response.

Track 2 Score 1: Meets Expectations

The response includes a couple of words. Fully meets the level of the task



Introduction

This is James. He likes to do things outside in the fall. I see James picking up leaves [Point to FIRST PICTURE].

Question

What else does James do?

Optional Rephrasing

James picks up the leaves [Point to FIRST PICTURE]. What else do you see here? [Point to OTHER PICTURES].

Track 3 Score 0: Does Not Meet Expectations

Student responds with "*pomme*", a foreign language response. Note that the administrator should not have corrected the child but simply moved on. This indicates a non-English response, consistent with 0 or does not meet.

Track 4 Score 1: Meets Expectations

Student responds with the phrase "picks apples," which fully meets the demands of this item.



Introduction

A long time ago, some people thought that the Earth looked like Picture 1. [Point to FIRST picture]
Now we know the Earth looks like Picture 2. [Point to SECOND picture]

Question

What is different in Picture 1 [point to FIRST picture] and Picture 2? [point to SECOND picture]

Track 5 Score 0: Does Not Meet Expectations

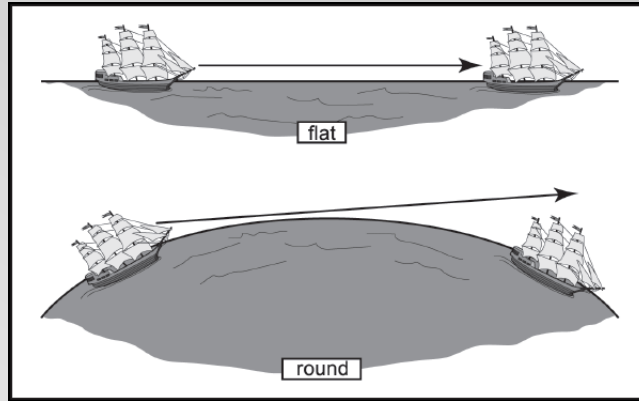
Student responds with only one word and additionally, it is very difficult to understand

Track 6 Score 1: Approaches Expectations

Student responds with a couple of words. Although she does not express a full idea, this response approaches the requirements of the task

Track 7 Score 2: Meets Expectations

Student uses two sentences to respond.



Introduction

People on ships were some of the first people to think that the Earth was not flat [Point to FIRST PICTURE]. This picture [Point to SECOND PICTURE] shows what people on ships could see because the Earth is round. Ships on the ocean would slowly disappear from view as they got farther away. People changed their minds about how the Earth was shaped.

Question

Why did people on ships change their minds about how the Earth was shaped?

Track 8 Score 0: Does Not Meet Expectations

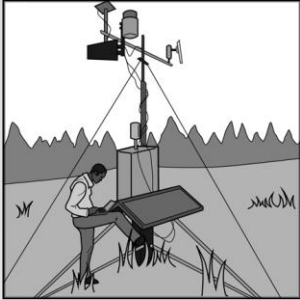
Student responds, "I don't know," which does not meet expectations at any item level.

Track 9 Score 1: Approaches Expectations

The student responds with a simple statement "Because it's round." The student has expressed a complete idea but not the connected simple sentences required to fully meet the demands of this task.

Track 10 Score 2: Meets Expectations

The response includes a couple of simple sentences. The student also uses a connector to link the sentences.



Introduction

We know a lot more about science than people did long ago. That is because scientists are always trying to learn more about the world around us. They collect information and do experiments using tools like weather instruments, microscopes, and test tubes. (POINT TO EACH) Then, they write about what they have learned. Sometimes scientists discover new things that change what we know about the world.

Question

Now tell me how scientists help us learn about the world.

Track 11 Score 0: Does Not Meet Expectations

Student responds with a few words ("scientist") and does not express a complete thought.

Track 12 Score 1: Approaches Expectations

The student responds with a couple of simple sentences and uses "and" to respond. The response includes a number of thought units but it is not complete or fluid and the words and phrases are not linked.

Track 13 Score 2: Meets Expectations

Student produces a couple of sentences and uses linking words and phrases to explain the response.



Introduction

This is Elena. She is working on a science report. Elena uses the computer for her report [Point to COMPUTER].

Question

What do you see in this picture?

Optional Rephrasing

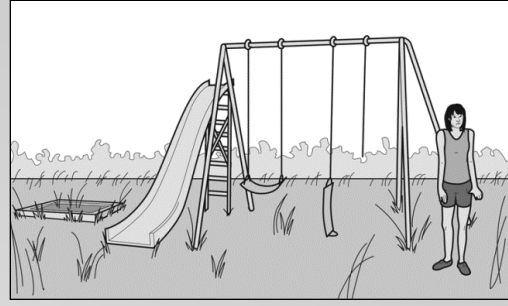
I see Elena and a computer [Point to COMPUTER]. What do you see?

Track 14 Score 0: Does Not Meet Expectations

Student uses one word, "yes," to respond. While a one word response is acceptable at the Entering level, "yes" "no" and "I don't know" are special cases that do not constitute an appropriate response and do not indicate language proficiency. Note the examiner's correct use of the rephrasing text to give the student another opportunity to respond.

Track 15 Score 1: Meets Expectations

Student needed the rephrasing to understand the question, but was able to respond with several isolated words meeting the requirements of an Entering task.



Introduction

This is Shauna. Picture 1 [Point to FIRST picture] shows a playground in her community a few years ago. Picture 2 [Point to SECOND picture] shows the playground now. The swings are broken now [Point to BROKEN SWING].

Question

Now tell me what else is different.

Optional Rephrasing

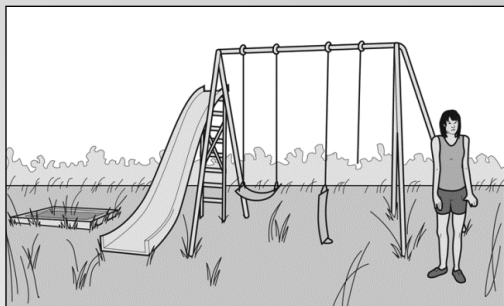
Shauna loved the playground when she was little. The playground has changed. What differences do you see?

Track 16 Score 0: Does Not Meet Expectations

Students responds with "I don't know" and no other language, meriting a score of zero. Notice that the examiner failed to use the rephrasing, which could have helped the student understand the question.

Track 17 Score 1: Meets Expectations

Student uses two short phrases that respond to the task, fully meeting the requirements of an Emerging task.



Introduction

Shauna wrote a letter to the mayor of her town [Point to MAYOR] about the playground in her community. She asked the mayor to fix the playground.

Question

Now tell me what you think Shauna wrote in her letter.

Track 18 Score 0: Does Not Meet Expectations

Student responds "I don't know" which does not meet the requirements of the task. Remember that "I don't know" is a special case because it is a memorized phrase and does not constitute a response to a task.

Track 19 Score 1: Approaches Expectations

Student responds with, "about broken the playground," which partially expresses a thought, but fails to meet the level of a connected phrases or a simple sentence.

Track 20 Score 2: Meets Expectations

Student responds with a complete phrase. The speech is halting and lacks fluidity, but this is acceptable at this level.

The United States is a democracy, and Canada is, too. A democracy is a type of government that allows the people to choose the leaders of their country to represent them. In a democracy, people can vote in elections. The governments of Canada and the United States are different in some ways. In the United States, the most important person in the government is called the President. In Canada, the most important person in the government is called the Prime Minister. Another difference is that the United States is divided into 50 states, and Canada is divided into 10 provinces and 3 territories. In both countries, the highest elected government official appoints other officials.

Introduction

Now I am going to read about the governments of the United States and Canada. You can read along in your test booklet.

Question

Based on what you heard and read in the passage, tell me about a democracy.

Track 21 Score 0: Does Not Meet Expectations

Student uses a few on-task words but they do not comprise a phrase or express a complete thought to meet the minimum requirements to approach task completion. Note that the examiner rephrased the question "What is a democracy?" which is not written in the script. It is very important that examiners only read exactly what is on the page.

Track 22 Score 1: Approaches Expectations

Student responds with one sentence, which approaches the requirements of the task, but does not fully meet the requirements of the task.

Track 23 Score 2: Meets Expectations

Student uses a complex sentence made up of two different clauses to respond to the question.

The United States is a democracy, and Canada is, too. A democracy is a type of government that allows the people to choose the leaders of their country to represent them. In a democracy, people can vote in elections. The governments of Canada and the United States are different in some ways. In the United States, the most important person in the government is called the President. In Canada, the most important person in the government is called the Prime Minister. Another difference is that the United States is divided into 50 states, and Canada is divided into 10 provinces and 3 territories. In both countries, the highest elected government official appoints other officials.

Introduction

[None]

Question

Based on what you heard and read in the passage, tell me about some differences between the governments in Canada and the United States.

Track 24 Score 0: Does Not Meet Expectations

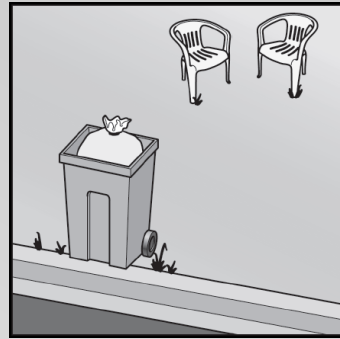
Student responds with one simple sentence that may express a complete thought but errors in structure obscure meaning.

Track 25 Score 1: Approaches Expectations

Student uses connected sentences with one complex construction, but it is not fluid. Even though the student is taking language from the passage, raters must only rate what they are hearing without considering that influence.

Track 26 Score 2: Meets Expectations

Student uses connected complex sentences with fluidity.



Introduction

Sara's family had a picnic. Sometimes when people have picnics, they use items made of plastic. These pictures show some things from the picnic that are made of plastic. I see a plastic cup [Point to PLASTIC CUP].

Question

What do you see that could be made of plastic?

Optional Rephrasing

A plastic cup is on the table [Point to PLASTIC CUP]. What other things do you see?

Track 27 Score 0: Does Not Meet Expectations

Student does not respond clearly. There is no clear response to the item except "ummm" and perhaps a couple of words.

Track 28 Score 1: Meets Expectations

Student names several items, including a table. This response is more than adequate for the Entering level, as she names several items.



Introduction

This is Cathy. Cathy is recycling bottles.

I see she has plastic bottles [Point to BIN OF PLASTIC BOTTLES IN PICTURE 1].

Use the pictures to tell me what Cathy is doing.

Question

Use the pictures to tell me what Cathy is doing.

Track 29 Score 0: Does Not Meet Expectations

In this response, you can hear the administrator both ask the initial question and follow up with re-phrasing, which is expected for a student who does not respond at first. The student does not produce an intelligible response. It's clear that we are hearing the student, as she/he can be heard sighing.

Track 30 Score 1: Meets Expectations

Student uses words and phrases to respond. Some of her response is difficult to understand, which is allowable at this level.



Introduction

Stuart and his friends are running. They see a pond that has some cans and bottles [Point to PICTURE 2]. They want to fix it.

Question

Now tell me about the problem that Stuart and his friends want to fix.

Track 31 Score 0: Does Not Meet Expectations

Student does not respond to this item.

Track 32 Score 1: Approaches Expectations

The student partially expresses a thought. His response is frequently difficult to understand, although he does produce a number of words and one phrase.

Track 33 Score 2: Meets Expectations

In this response, the student uses a couple of sentences to respond. He expresses a complete idea: they want to fix the "contamination," and explains what the problem is "glass" in the pond and how they will fix it. As typical of this level, the response includes mistakes but he nonetheless expresses his ideas.

The Romans were able to drink clean water because they developed advanced waterway systems called aqueducts. Aqueducts were built from stone, brick, and cement. They were constructed both above and below the ground. Aqueducts brought water to different locations through a system of pipes. For example, aqueducts carried clean water from mountain lakes and streams to lower elevations where people lived. In addition to bringing clean drinking water, aqueducts allowed Romans to have fountains, public baths, and public toilets. Different aqueducts were used for underground sewage systems, which took the dirty water out of cities.

Introduction

Now I am going to read about how water was distributed in the ancient Roman Empire. You can read along in your test booklet.

Question

According to what you heard in the passage, tell me about aqueducts in ancient Rome in your own words.

Track 34 Score 0: Does Not Meet Expectations

Student responds minimally. She produces words and phrases but not a clear thought.

Track 35 Score 1: Approaches Expectations

This response shows how the student expresses a complete thought ("Aqueducts were...something that they made to help wate...") She responds with one sentence and some phrases that addresses the main point of the task. Because she does not use connected sentences or connected thoughts, this response is at the 1 level, approaching the requirements of the task.

Track 36 Score 2: Meets Expectations

This sample shows how the student puts together a set of sentences to respond to the task. He uses the key words from the text to respond. He has met the expectations for an Expanding level task.

The Romans were able to drink clean water because they developed advanced waterway systems called aqueducts. Aqueducts were built from stone, brick, and cement. They were constructed both above and below the ground. Aqueducts brought water to different locations through a system of pipes. For example, aqueducts carried clean water from mountain lakes and streams to lower elevations where people lived. In addition to bringing clean drinking water, aqueducts allowed Romans to have fountains, public baths, and public toilets. Different aqueducts were used for underground sewage systems, which took the dirty water out of cities.

Introduction

Aqueducts helped to improve the public health of citizens throughout the ancient Roman Empire.

Question

Why do you think aqueducts improved public health?

Track 37 Score 0: Does Not Meet Expectations

The student responds slowly with a single simple sentence.

Track 38 Score 1: Approaches Expectations

The student is able to produce a number of simple sentences to respond to the prompt, although not very smoothly "all people can make water dirty..." The main aspect of this response that puts it at a "1" rather than "2" level is the relative lack of fluency and occasional errors.

Track 39 Score 2: Meets Expectations

This response sequences the ideas in the response and expands far beyond vocabulary used in the prompt ("take a bath" rather than "public baths") and defends his response with "because" to connect his ideas and sentences.



Introduction

It is morning, and Victor and his family are eating breakfast. Look at the food.

Model

I see a banana [Point to BANANA]

Question

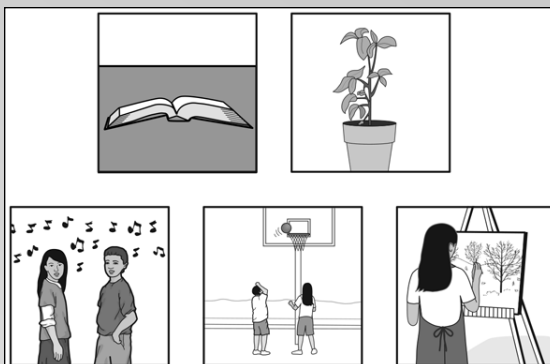
What do you see?

Optional Rephrasing

I see a banana. [Point to BANANA] What other things do you see?

Track 40

Score: <input type="checkbox"/>	Score 0	No response, non-English response, or unintelligible response
	Score 1	Uses one word to respond May use multiple words, short phrases, or sentences May not express a complete thought or idea Errors may totally obscure meaning
	Score 2	N/A



Introduction

Marisol likes math. It is her favorite subject. She is learning multiplication.

Model

I like reading.

Question

What do you like to learn at school?

Optional Rephrasing

Marisol likes math. What do you like to learn at school?

Track 41

Score:

Score 0

No response, non-English response, or unintelligible response

Score 1

Uses one word to respond
May use multiple words, short phrases, or sentences
May not express a complete thought or idea
Errors may totally obscure meaning

Score 2

N/A



Introduction

These students are working on a history project.

Model

I see a book [Point to BOOK].

Question

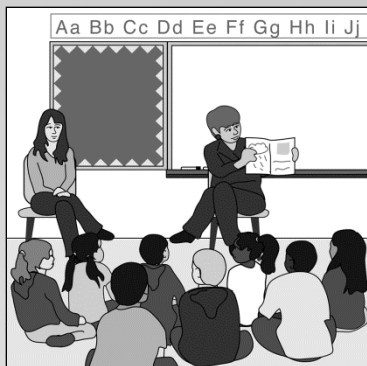
What do you see in the picture?

Optional Rephrasing

The students are doing a project. Here is a book [Point to BOOK]. What else do you see?

Track 42

Score: <input type="checkbox"/>	Score 0	No response, non-English response, or unintelligible response
	Score 1	Uses one word to respond May use multiple words, short phrases, or sentences May not express a complete thought or idea Errors may totally obscure meaning
	Score 2	N/A



Introduction

Here is a picture of Ms. Smith [Point to TEACHER ON LEFT] and her class [Point to KIDS ON RUG]. This is Mrs. Garcia [Point to WOMAN WITH BOOK]. She is the school principal.

The teacher [Point to TEACHER] is listening to the principal [Point to PRINCIPAL].

Question

Now tell me what you see in the picture.

Track 43

Score: <input type="checkbox"/>	Score 0	No response, non-English response, or unintelligible response
	Score 1	Uses one word to respond May use multiple words, short phrases, or sentences May not express a complete thought or idea Errors may totally obscure meaning
	Score 2	N/A



Introduction

This is Cathy. Cathy is recycling bottles.

I see she has plastic bottles [Point to BIN OF PLASTIC BOTTLES IN PICTURE 1].

Use the pictures to tell me what Cathy is doing.

Question

Use the pictures to tell me what Cathy is doing.

Track 44

Score:

Score 0

Uses inappropriate word to respond
Does not express a complete thought or idea
Non-response
Non-English or unintelligible

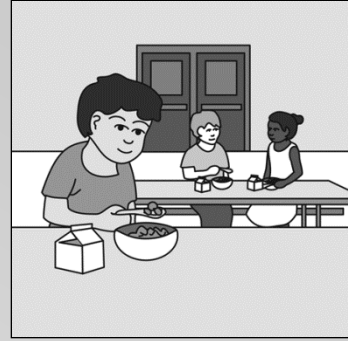
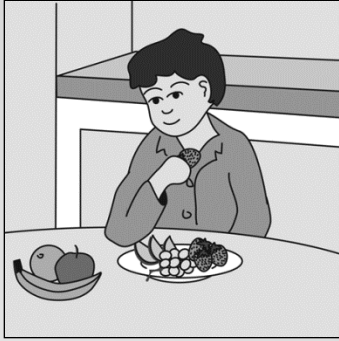
Score 1

Uses appropriate word or multiple words to respond
May use short phrases or sentences
May only partially express thoughts and ideas
Frequent errors may obscure meaning

Score 2

N/A

Speaking—Practice 6: Kindergarten, Emerging



Introduction

Sometimes, Victor eats breakfast in different places.

Model

Here, Victor eats breakfast at home [Point to PICTURE 1].

Question

Where else does Victor eat breakfast?

Optional Rephrasing

Victor sometimes eats breakfast at home [Point to PICTURE 1]. Tell me other places where Victor eats breakfast.

Track 45

Score:

Score 0

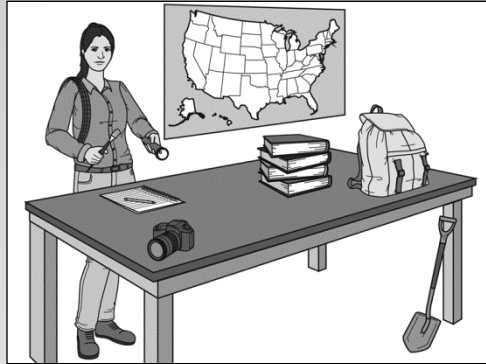
Uses inappropriate word to respond
Does not express a complete thought or idea
Non-response
Non-English or unintelligible

Score 1

Uses appropriate word or multiple words to respond
May use short phrases or sentences
May only partially express thoughts and ideas
Frequent errors may obscure meaning

Score 2

N/A



Introduction

This is an archaeologist [Point to WOMAN]. An archaeologist is someone who finds and studies old objects that belonged to people long ago. Archaeologists use these objects to learn about history. This archaeologist needs certain tools to do her job.

Model

She uses a shovel [Point to SHOVEL].

Question

What other tools does the archaeologist use?

Optional Rephrasing

The archaeologist needs these tools. [Point to SHOVEL] This is a shovel. What else do you see?

Track 46

Score:

Score 0

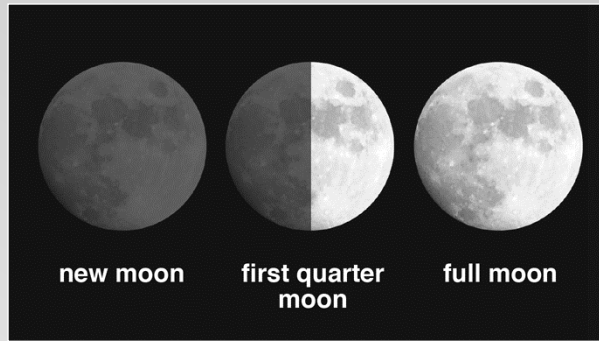
Uses inappropriate word to respond
Does not express a complete thought or idea
Non-response
Non-English or unintelligible

Score 1

Uses appropriate word or multiple words to respond
May use short phrases or sentences
May only partially express thoughts and ideas
Frequent errors may obscure meaning

Score 2

N/A



Introduction

The moon looks different in the night sky at different times of the month.

Model

[Point to NEW MOON] Here, the moon is dark.

Question

[Point to FIRST QUARTER and FULL MOON] What is different about the moon in each picture?

Optional Rephrasing

This is the moon. [Point to NEW MOON] Here, the moon looks dark. What else do you see in the pictures?

Track 47

Score: <input type="checkbox"/>	Score 0	Uses inappropriate word to respond Does not express a complete thought or idea Non-response Non-English or unintelligible
	Score 1	Uses appropriate word or multiple words to respond May use short phrases or sentences May only partially express thoughts and ideas Frequent errors may obscure meaning
	Score 2	N/A



Introduction

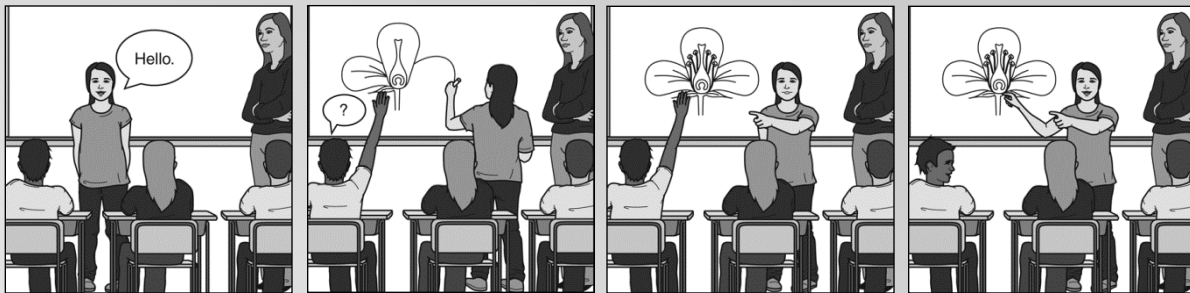
This is Polina. Her teacher reads a story and asked the students to draw a picture. I wonder what she will draw.

Question

Now tell me what Polina could draw in her picture.

Track 48

Score: <input type="checkbox"/>	Score 0 Uses one word to respond or gives no response, non-English response, or unintelligible response Does not express a complete thought or idea Errors may totally obscure meaning
	Score 1 Uses multiple words to respond Partially expresses thoughts and ideas Frequent errors may obscure meaning
	Score 2 Uses connected phrases or a simple sentence to respond May use multiple sentences Expresses complete thoughts and ideas Occasional errors in words and structures may obscure some meaning



Introduction

Julie is giving a presentation to her classmates.

Question

Now use the pictures to tell me what happens during the presentation.

Track 49

Score:

Score 0

Uses one word to respond or gives no response, non-English response, or unintelligible response
Does not express a complete thought or idea
Errors may totally obscure meaning

Score 1

Uses multiple words to respond
Partially expresses thoughts and ideas
Frequent errors may obscure meaning

Score 2

Uses connected phrases or a simple sentence to respond
May use multiple sentences
Expresses complete thoughts and ideas
Occasional errors in words and structures may obscure some meaning



Introduction

This is Isabel. Isabel is a new student at your school. She is excited to make friends and learn.

Question

What can you tell Isabel about what you are learning in school?

Track 50

Score:

Score 0

Uses one word to respond or gives no response, non-English response, or unintelligible response
Does not express a complete thought or idea
Errors may totally obscure meaning

Score 1

Uses multiple words to respond
Partially expresses thoughts and ideas
Frequent errors may obscure meaning

Score 2

Uses connected phrases or a simple sentence to respond
May use multiple sentences
Expresses complete thoughts and ideas
Occasional errors in words and structures may obscure some meaning



Introduction

This is Sarah. She is in chemistry lab doing an experiment. She is measuring liquid. This is a graduated cylinder [Point to CYLINDER IN PICTURE 1], and this is a funnel [Point to FUNNEL IN PICTURE 1]. Sarah uses the funnel to help pour the liquid into the tall and narrow graduated cylinder.

Question

Why is the funnel a useful tool for Sarah’s experiment?

Track 51

Score:

Score 0

Uses one word to respond or gives no response, non-English response, or unintelligible response
Does not express a complete thought or idea
Errors may totally obscure meaning

Score 1

Uses multiple words to respond
Partially expresses thoughts and ideas
Frequent errors may obscure meaning

Score 2

Uses connected phrases or a simple sentence to respond
May use multiple sentences
Expresses complete thoughts and ideas
Occasional errors in words and structures may obscure some meaning



Introduction

Polina has different things to draw with. Polina likes to use pencils to draw shapes. She thinks crayons have nice colors. She uses markers to draw big pictures.

Question

Tell me why Polina draws with different things.

Track 52

Score:

Score 0

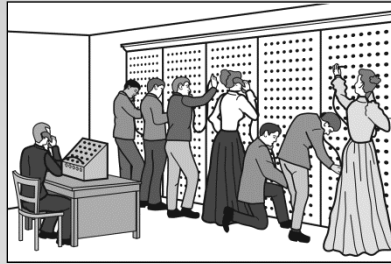
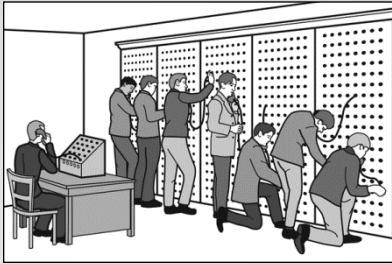
Uses at most multiple words to respond
Does not express complete thoughts and ideas
Frequent errors may obscure meaning

Score 1

Uses connected phrases or a simple sentence to respond
Expresses complete thoughts and ideas
Occasional errors in words and structures may obscure some meaning

Score 2

Uses connected simple sentences to respond
May use limited complex sentences
Expresses connected and complete thoughts and ideas
Infrequent errors in words and structure may obscure some meaning



Introduction

These pictures show people doing a special job. The people in these pictures are telephone operators. In the past, people called a telephone operator and asked for the person they wanted to talk to. The telephone operators would help people connect to, or talk to, each other. The first telephone operators were teenage boys, but this changed over time.

Question

What changes do these pictures show?

Track 53

Score:

Score 0

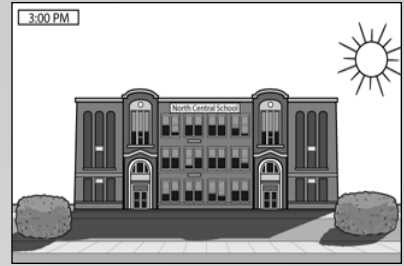
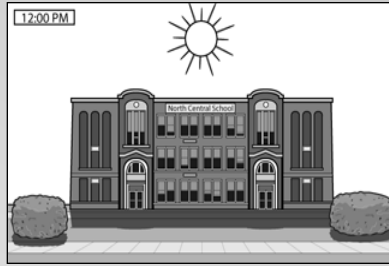
Uses at most multiple words to respond
Does not express complete thoughts and ideas
Frequent errors may obscure meaning

Score 1

Uses connected phrases or a simple sentence to respond
Expresses complete thoughts and ideas
Occasional errors in words and structures may obscure some meaning

Score 2

Uses connected simple sentences to respond
May use limited complex sentences
Expresses connected and complete thoughts and ideas
Infrequent errors in words and structure may obscure some meaning



Introduction

Because of how the Earth turns, we see the sun in different places in the sky during the day.

Question

Now tell me how things change in these pictures.

Track 54

Score:

Score 0

Uses at most multiple words to respond
Does not express complete thoughts and ideas
Frequent errors may obscure meaning

Score 1

Uses connected phrases or a simple sentence to respond
Expresses complete thoughts and ideas
Occasional errors in words and structures may obscure some meaning

Score 2

Uses connected simple sentences to respond
May use limited complex sentences
Expresses connected and complete thoughts and ideas
Infrequent errors in words and structure may obscure some meaning

The Romans were able to drink clean water because they developed advanced waterway systems called aqueducts. Aqueducts were built from stone, brick, and cement. They were constructed both above and below the ground. Aqueducts brought water to different locations through a system of pipes. For example, aqueducts carried clean water from mountain lakes and streams to lower elevations where people lived. In addition to bringing clean drinking water, aqueducts allowed Romans to have fountains, public baths, and public toilets. Different aqueducts were used for underground sewage systems, which took the dirty water out of cities.

Introduction

Now I am going to read about how water was distributed in the ancient Roman Empire. You can read along in your test booklet.

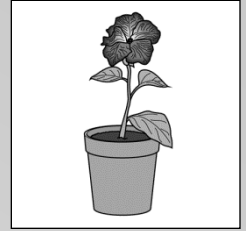
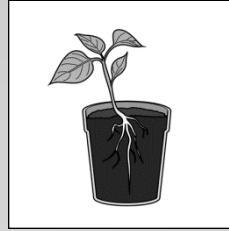
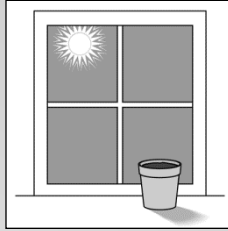
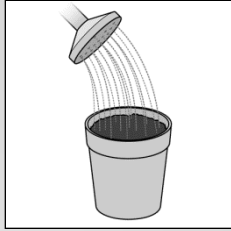
Question

According to what you heard in the passage, tell me about aqueducts in ancient Rome in your own words.

Track 55

Score: <input type="checkbox"/>	Score 0	Uses at most multiple words to respond Does not express complete thoughts and ideas Frequent errors may obscure meaning
	Score 1	Uses connected phrases or a simple sentence to respond Expresses complete thoughts and ideas Occasional errors in words and structures may obscure some meaning
	Score 2	Uses connected simple sentences to respond May use limited complex sentences Expresses connected and complete thoughts and ideas Infrequent errors in words and structure may obscure some meaning

Speaking—Practice 17: Kindergarten, Commanding



Introduction

This is Maria. [Point to CHILD PLANTING SEED] She is growing a plant. Maria waters her plant. She makes sure the plant gets sun. Maria watches her plant grow from a small plant with a few leaves to a pretty flower.

Question

What helps Maria's plant grow to become a flower?

Track 56

Score:

Score 0

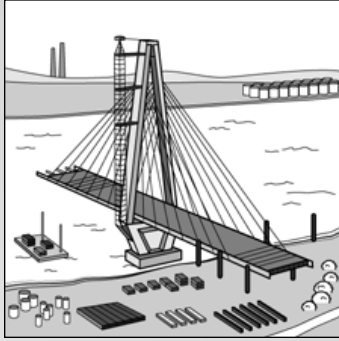
Uses at most connected phrases or a simple sentence to respond
May express complete thoughts and ideas
Occasional or frequent errors in words and structures may obscure meaning

Score 1

Uses connected simple sentences to respond
Expresses connected and complete thoughts and ideas
Infrequent errors in words and structure may obscure some meaning

Score 2

Uses connected complex sentences
Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas
No errors or infrequent errors that do not obscure meaning



Introduction

In St. Louis, a bridge was being built. While building the bridge, workers discovered remains of an ancient city called Cahokia. Archaeologists wanted to protect the Cahokia site and any artifacts from the past they discovered there. However, the bridge was also important for St. Louis so people could cross the Mississippi River.

Question

Do you think it's more important to protect the past or build for the future?
Why do you think so?

Track 57

Score:

Score 0

Uses at most connected phrases or a simple sentence to respond
May express complete thoughts and ideas
Occasional or frequent errors in words and structures may obscure meaning

Score 1

Uses connected simple sentences to respond
Expresses connected and complete thoughts and ideas
Infrequent errors in words and structure may obscure some meaning

Score 2

Uses connected complex sentences
Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas
No errors or infrequent errors that do not obscure meaning

When entering a home in Japan, it is polite to take off your shoes and put on slippers. When greeting someone, people in Japan usually bow to each other. Bowing is a sign of respect. It is also important to arrive on time for events and especially for meals. During meals, older people are usually served first. It is also important to speak to older people with respect. These are some ways to be polite when you visit a home in Japan.

Introduction

Anna now knows some ways to show respect and be polite in Japan.

Question

Why do you think it was important for Anna to learn about Japan before her trip? [if more language needed] Tell me more.

Track 58

Score:

Score 0

Uses at most connected phrases or a simple sentence to respond
May express complete thoughts and ideas
Occasional or frequent errors in words and structures may obscure meaning

Score 1

Uses connected simple sentences to respond
Expresses connected and complete thoughts and ideas
Infrequent errors in words and structure may obscure some meaning

Score 2

Uses connected complex sentences
Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas
No errors or infrequent errors that do not obscure meaning



Introduction

These students are studying a river near their school. They collect samples and take measurements to learn about the water and the plants and animals near the river. The students learn that different things influence what types of plants and animals live in and around rivers.

Question

What do you think the students can learn from studying the river?

Track 59

Score:

Score 0

Uses at most connected phrases or a simple sentence to respond
May express complete thoughts and ideas
Occasional or frequent errors in words and structures may obscure meaning

Score 1

Uses connected simple sentences to respond
Expresses connected and complete thoughts and ideas
Infrequent errors in words and structure may obscure some meaning

Score 2

Uses connected complex sentences
Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas
No errors or infrequent errors that do not obscure meaning

Practice 1
(Track 40)

K

Score: **1**

Student responds with two words "a apple." This two-word phrase fully meets the requirements for an entering level item.

Practice 2
(Track 41)

3–4

Score: **0**

Student does not respond. Note that the administrator re-phrases for the student. It's clear that it is not a recording issue. You can also hear the student in the background, but there is no response. A non-response is a score of 0 at the Entering level.

Practice 3
(Track 42)

7–8

Score: **0**

The student responds by saying, "I don't know." "Yes," "No," and "I don't know" are special cases which, when they constitute the entire answer, are a 0 at every level.

Practice 4
(Track 43)

1–2

Score: **1**

The student responds fully to the item by stating "I see a picture." This full simple sentence response exceeds the expectations for a one-word response for an entering level item and earns a score of 1.

Practice 5
(Track 44)

9–12

Score: **0**

The student does not respond. He has responded to previous items, so it is not a recording issue but a non-response.

Practice 6
(Track 45)

K

Score: **1**

Student responds with two short phrases, "his car" and "his school," This response meets the Emerging level expectation of at least one short phrase.

Practice 7
(Track 46)

7–8

Score: **0**

The student responds by saying "um," which is consistent with a non-response. The administrator uses re-phrasing in this case, and it yields no more of a response.

Practice 8
(Track 47)

3–4

Score: **1**

The student produces a great deal of language far exceeding the single phrase response expected for Emerging level.

Transitioning—Scoring Practice Item Key

Practice 9 (Track 48)

K

Score:

2

Student uses a full sentence with some hesitations to respond to the question. She expresses a complete thought and the errors that are made are minimal and do not affect comprehension.

Practice 10 (Track 49)

7–8

Score:

0

The student is unable to respond to the question. She begins haltingly, with "she's..." and cannot respond further beyond, "I don't know." This is a one-word, followed by a non-response, and does not express a complete thought.

Practice 11 (Track 50)

3–4

Score:

2

The student responds with multiple simple sentences ("we're learning about lunch things, we read many books").

Practice 12 (Track 51)

9–12

Score:

1

Student does not produce a complete simple sentence, but is able to produce multiple words ("because it is hard to").

Practice 13
(Track 52)**K****Score:** **1**

The student response includes one simple sentence "because she likes to color" but s/he does not produce connected simple sentences or complex sentences.

Practice 14
(Track 53)**7–8****Score:** **2**

The response includes several simple sentences connected by organizing phrases such as "In the first picture."

Practice 15
(Track 54)**3–4****Score:** **1**

The response is limited to only one simple sentence, "every three hours the sun moves around and around" and is consistent with a score 1 at Expanding level.

Practice 16
(Track 55)**9–12****Score:** **0**

Student response includes "um" and mumbling. Because the student did not produce sentences or more, the response is consistent with a 0 at the Expanding level.

Commanding—Scoring Practice Item Key

Practice 17 (Track 56)

K

Score: **0**

The student responds with only one simple sentence "It grows...like a flower." A single simple sentence is rated at the 0 level for a Commanding level item.

Practice 18 (Track 57)

7–8

Score: **1**

The student response includes one single complex sentence. The student does not really respond fluently, fully and fluidly enough to merit a rating of 2. However, the use of more than one sentence and the complex sentence indicates a rating of 1.

Practice 19 (Track 58)

3–4

Score: **2**

The student's response fully meets the 2 level for this Commanding level task. The student fluidly responds at some length with multiple complex sentences of the variety "I think X because..."

Practice 20 (Track 59)

5–6

Score: **0**

The student response includes only single words and phrases ("teacher," "student," "girl" and struggles to create a phrase. It is difficult to understand what the student is trying to convey, due to the disfluency of the response. No complete sentences, or even phrases are produced.

TABBED DIVIDER – VIOLET (Front Page)

TABBED DIVIDER – VIOLET (Back Page)

Notes

A large rectangular box with a thin gray border, containing 25 horizontal lines for writing notes. The lines are evenly spaced and extend across the width of the box.

Notes

A large rectangular box containing 25 horizontal lines for writing notes. The lines are evenly spaced and extend across the width of the box. The box is outlined with a thin gray border.

Notes

A large rectangular box with a thin gray border, containing 20 horizontal lines for writing notes. The lines are evenly spaced and extend across the width of the box.

Notes

A large rectangular box with a thin gray border, containing 25 horizontal lines for writing notes. The lines are evenly spaced and extend across the width of the box.

Notes

A large rectangular box with a thin grey border, containing 25 horizontal lines for writing notes. The lines are evenly spaced and extend across the width of the box.

Notes

A large rectangular box with a thin gray border, containing 20 horizontal lines for writing notes. The lines are evenly spaced and extend across the width of the box.